DOCUMENT RESUME

ED 138 756 08 CE 010 087

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TITLE Recommended Requirements for a Comprehensive Management Information System for Occupational Education. Final Report.
INSTITUTION Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
SPONS AGENCY Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
BUREAU NO 498AH50017
PUB DATE 1 Sep 76
GRANT G007500332
NOTE 119p.; Some parts may be maarginally legible due to print quality of original

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS Decision Making; Educational Accountability; Educational Legislation; Educational Planning; Financial Support; *Information Needs; *Management Information Systems; Program Administration; Program Evaluation; Program Planning; State Departments of Education; *Statewide Planning; Surveys; *Systems Development; *Vocational Education
IDENTIFIERS *Texas

ABSTRACT

In a study designed to identify information needs of persons who make management decisions about public school vocational education programs in Texas and who develop ways to meet these needs through use of a management information system, particular emphasis was given to the information needs of management within the Texas Education Agency relating to areas of long range planning, legislative proposals, accountability, and funding requirements. A series of interviews was conducted with 29 persons representing management and middle management from the Department of Occupational Education and Technology and the Commissioner and Deputy Commissioners of the Texas Education Agency. Information obtained was analyzed for common elements and expressed data needs which are required for decisionmaking. Visits were made to several States which are currently leaders in the process of developing effective management information systems. Results of the study provide (1) a detailed listing of the basic issues involved in program decisionmaking relating to vocational education; (2) a tentative listing of needed data elements to be considered in a management information system; and (3) recommendations for the implementation of a management information system. Recommendations are included. Appendixes contain an interview guide, a preliminary list of needed data elements for an occupational management information system, a representative list of specific vocational education questions, listing of occupational education reports, data elements for a management information system for occupational education, and sample system data collection instruments from Florida, Illinois, and Tennessee. (Author/LAS)

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ED138756

FINAL REPORT

Project No. 498AH50017
Grant No. G007500332

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Recommended Requirements For a Comprehensive Management Information System For Occupational Education

Conducted Under
Part C of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Bureau of Occupational and Adult Education, Office of Education, U. S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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September 1, 1976

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ABSTRACT

This report presents the results of a study designed to identify information needs of those persons who make management decisions about public school vocational education programs in Texas and develop ways to meet these needs through use of a management information system. Particular emphasis was given to the information needs of management within the Texas Education Agency relating to areas of long range planning, legislative proposals, accountability, and funding requirements.

A series of interviews, using a specific format, was conducted with twenty-nine people representing management and mid-management from the Department of Occupational Education and Technology and the Commissioner and Deputy Commissioners of the Texas Education Agency. The information obtained was analyzed for common elements and expressed data needs which were required for decision-making.

In addition, visits were made to several states which are currently leading in the process of developing effective management information systems.

The results of the study provide 1) a detailed listing of the basic issues involved in program decision making relating to vocational education, 2) a tentative listing of needed data elements to be considered in a management information system and 3) recommendations for the implementation of a management information system. The recommendations are as follows:

Recommendations: Immediate Action

Recommendation 1. Employ a staff which will have the responsibility for the development of an Occupational Education Management Information System.

Recommendation 2. Determine a common data core used by all program areas of the Division of Occupational Education for the purpose of establishing a minimum number of approved data collection instruments.

Recommendation 3. Such steps should be taken as necessary to insure that the staff of the Department of Occupational Education and Technology work closely with the MIC to decrease the turn around time of reports.

Recommendation 4. Determine information needs for decision-making required by public school superintendent, directors of occupational education programs and teachers, which can be processed through the MIS for Occupational Education at TEA. This would allow feedback reports to the school districts and would meet an urgent need.

Recommendation 5. Investigate the possibility of establishing data collection procedure that would utilize existing delivery systems within each area planning region.

Recommendation 6. The development of a MISOE should incorporate a forecasting capability to ensure that decision making is truly based on anticipated needs and is not limited to "putting out fires."

Recommendation 7. Inform Agency staff on 1) current data processing capabilities and 2) location and existence of reports generated from other data collection activities.

Long Range Action

Recommendation 8.

A. Schools which have computer capabilities should develop procedures compatible with the TEA MISOE which would allow them to submit data via computer tape rather than through paper forms that have to be processed at the Agency.

B. Small school districts that do not have computer facilities should purchase remote job entry terminals for the purpose of submitting data to TEA.

Recommendation 9. Ensure that the MISOE is compatible with the agency's statewide network of data collection activities in the areas of finance, personnel, Facilities, and student data.

Introduction

Today, more than ever before, educators and managers of education are called upon to make decisions that have an impact on the lives of students in varied ways. These decisions are often made with inadequate information to support the action. It was found that even when adequate information might be available, the information was usually not accessible in a timely manner for decision makers.

For example, vocational educational leaders have a need for timely information which will help them to make decisions such as how many programs to offer, how many students to expect, what programs should be given priority, what costs can be expected to be by different areas, and how to evaluate programs effectively.

To date, research and development activities, emphasizing collection of data for the managers of education sponsored by the Division of Occupational Research and Development and supported with funds available under the Vocational Amendments of 1968, have produced a number of reports geared primarily at the secondary level. Also, additional work has been authorized and conducted under the direction of the Texas Education Agency and the education service centers to systematically collect information about students in Texas.

In February of 1975, The Advisory Council for Technical-Vocational Education in Texas, sensing a need to establish a similar management information system for the planners of vocational education, recommended that "Vitally needed, as we move toward 1980, is a 'data and information system' to support the planners and managers of education programs."

In October of 1975, the Texas Education Agency (TEA) and the U. S. Office of Education (USOE) finalized arrangements for a grant to the Department of Occupational Education and Technology to design a management information system in Texas. Subsequently, a planning committee consisting of representatives from the Division of Occupational Research and Development, the Division of Secondary Programs, and the Management Information Center was formed to determine the most practical and useful application of grant funds.

The committee found that, although a "Master Plan" for a comprehensive data base of information about students, personnel, and budget had been prepared by the Management Information Center of the Texas Education Agency, and inspite of all previous efforts expended toward formulation of management information systems, information requirements of management within the Agency were not being fully met, particularly at the Program Director, Associate Commissioner, Deputy Commissioner, and Commissioner levels. Specific requests for information dealing with:

- Long Range Planning
- Legislative Proposals
- Accountability
- Funding Requirements

were not adequately answered in a responsive, efficient, and systemtic manner.

The committee further found that the present system was slow, involved duplication of data in many reports, and did not provide the flexibility a comprehensive management information system should incorporate. The resulting problems are addressed in this report.

For the purpose of this report, management information system (MIS) means the systematic collection and analysis of information to be used by managers in the decision making process.

Statement of the Problem

A need exists at the management level at TEA to have the information available which is required to make decisions about vocational education programs in the States. Without the appropriate information it is impossible to respond to planning, fiscal, and accountability demands in an effective manner.

At the present time, the various divisions at TEA collect information which specifically meets their own departmental needs. Under the present system this is necessary but it serves to increase the load on the schools. Since the TEA offices are located in several buildings in different parts of town, exchange of information between departments is difficult, particularly if the needed data has been compiled manually.

The data collected through the Management Information Center is based on extensive reports submitted by the school districts. However, in many instances, these reports emphasize summary data and are not designed to provide specific information related to vocational education. In addition, since the reports to the MIC are fairly extensive, they are not returned to TEA for some time. By the time the information is available to the decision makers, it has come too late.

In summary, the problem is to develop an information system which will

. reduce the burden of paperwork placed upon local schools, teachers, and administrators whenever they are asked to provide more information

- be economical in terms of staff time and computer time while processing large volumes of information
- reduce the competition for scarce resources, such as staff time and computer time
- allow the collection and processing of information in a way compatible with the Agency's overall information management procedures, so that the information about occupational education will fit into more generalized information categories
- coordinate data collection and processing procedures among offices, divisions, and departments whose functions, operating procedures, and information needs are often widely disparate and between whom communication is often minimal.

OBJECTIVES

The stated objectives that follow describe the components of systems requirements specifications of a management information system for occupational education in Texas:

1. To identify the basic issues involved in program management decisions in occupational education at the secondary level
2. To identify the data elements which would be required in a data base to support these types of program management decisions
3. To develop a time-referenced "plan of attack" for improving current data collection, processing, and dissemination procedures, which would include:
   - a list of recommended priorities for action, and
   - step-by-step procedures for implementing those recommendations
4. To identify the kinds of computer programs, computer routines, and models which may be needed to support these types of program management decisions

5. To identify the computer outputs needed to serve these types of program management decisions. This will include definition of such as :

   a. Standard recurring reports
   b. Use of report generator
   c. Batch or on line inquiry
   d. Reaction time
   e. Format
   f. Frequency

6. To describe the most efficient flow of information from the local to the state level and out again, including all points where computerized data processing is required

Methodology

The project was initiated with the appointment of an action committee consisting of the following members:

Cadar Parr, Associate Commissioner for Occupational Education and Technology, Chairman
Joe B. Neely, Director, Division of Occupational Research and Development
L. V. Ballard, Director, Division of Public School Occupational Programs
Bob G. Allen, Director, Division of Adult and Continuing Education
James W. Haynie, Director, Division of Post-Secondary Occupational Education and Technology
Luther W. Thompson, Jr., Director, Occupational Administration Services
Andy Nutt, Director, Division of Information Analysis
Don Offerman, Director, Management Information Center
Carl Defibaugh, Consultant, Program Evaluation

The Action Committee met four times on February 3, February 26, March 31, and June 23 to work with the Project Director in an advisory capacity, and to approve the various stages of the study.

In addition, a Task Force was appointed to work closely with the Project Director on a day to day basis as needed. The Task Force consisted of the following members:

Harry Thornton, Consultant, Division of Occupational Research and Development, Chairman
Don Bristow, Consultant, Division of Occupational Research and Development
Ben Teague, Educational Program Director, Division of Public School Occupational Programs
Bill Grusy, Consultant, Division of Post Secondary Occupational Education and Technology
Bryan Jolley, Manager, Data Collection Section, Management Information Center
Manuel Garza, Chief Consultant, Division of Adult and Continuing Education
Paul Myers, Research Assistant, Division of Occupational Research and Development

An ERIC search was conducted to determine those states which were currently using, or in the process of developing, a comprehensive management information system which could be used effectively by decision makers. As a result of the search, the following were identified as those which could serve as useful sources of information for the project:

1. State Department of Education, Springfield, Illinois
2. Center for Vocational Education, Ohio State University
3. Tennessee Research Coordinating Unit for Vocational Education at the University of Tennessee, Knoxville, Tennessee
4. Center for Occupational Education, North Carolina State University, Raleigh, North Carolina
5. Flordia State Department of Education, Tallahassee, Florida

The Project Director visited each of the centers listed and spent a day at each location to observe the operation of the system, identify problems which had been encountered and obtain additional resource materials. A brief description of the findings and the most pertinent materials are found, by State, in Appendicies G through I.

A major activity of the project was a series of twenty-nine interviews conducted by the Project Director with people representing management and mid-management from the Department of Occupational Education and Technology (DOET). Interviews were also conducted with the Commissioner of education and each Deputy Commissioner. Each interview was scheduled to last approximately one hour and was based on a specific format which had been approved by the Task Force. The interviews covered the following categories of information:

Level of decision making of each participant

Types of information needed by participants

Major issues of management decision making and problems related to obtaining information

Comments and suggestions pertaining to the development of a Management Information System

(A copy of the interview format is found in Appendix A.) Analysis of the information obtained in the interviews utilized the frequency of similar problems mentioned by participants. In a study of this type it becomes necessary to place a great deal of emphasis on subjective data due to individual needs of persons in different positions.

Appendix B is a preliminary list of data elements mentioned most frequently as "needed" by those persons interviewed. Obviously, this list must be refined and narrowed down to include only the most essential data elements for a management information system. This process could be a rather lengthly one, but a very necessary one.

Following completion of the interviews, a meeting was held with Jerry Barton, Director of Research in the Management Infomation Center who has responsibility for the Reports Management System. The various reports required by TEA from the school districts were evaluated to determine 1) whether or not they incorporated all the data elements identified as essential by those interviewed, and 2) to what degree data items were duplicated in the various reports. The findings of this evaluation and the interviews are presented in the following section of the report. Appendix D provides a listing of the various reports required by the divisions of the occupational education department.

Findings

As a result of the interview sessions, two major groups of information were identified - 1) a listing of problems affecting decision making and 2) a listing of specific data elements needed by various decision makers. The list of data elements is self explanatory and is found in Appendix B, and should be helpful in identifying objectives for a system design. However, further discussion of the problems identified is appropriate since many could be alleviated or eliminated with the implementation of effective data management systems. The problems are as follows:

1. The process is slow for the approval of contracts.
   At the present time, the structure of TEA places responsibility for the approval of all contracts under the Deputy Commissioner for Administrative Services. Because of the large number of proposals being evaluated at one time and the limited staff available, it is often difficult to obtain all the data needed to make the decisions quickly. This is particularly true if data elements are needed from several departments or if they are not in a computerized form.

2. The process is slow for determination of availability of funds for programs.
   Because of the number of individuals and departments needing current information about the status of the many programs and approved contracts, the communica-

tion requirements at TEA have become extremely complex. A need was expressed in the interviews for periodic status reports of projects and programs that could be compiled, duplicated, and sent to personnel responsible for the various programs.

3. <u>The necessity to keep manual records to fill gaps in the present computerized data</u>.

Although TEA has an approved data collecting instrument which allows for computerization of information, the Division of Occupational Education and Technology has encountered problems which seem to make it necessary to send out additional report forms to schools.

The major problems mentioned were:

1) Information on the Vocational Personnel Form and the Secondary Vocational Enrollment Form is frequently incomplete or left entirely blank. This results in inaccurate data about the programs involved and is not reliable for making decisions.

2) Personnel responsible for the management of various programs need information early in the school term and on a regular basis thereafter. The forms sent out by the MIC require a considerable amount of time to complete, return, process, and distribute reports. By the time it is available the need for the information has passed.

3) The information collected by the MIC may not be sufficiently detailed to meet the needs of the various devisions within the Department of Vocational Education and Technology or programs are not available to compare desired variables.

A review of the additional reports sent out by the Department of Occupational Education and Technology revealed that the total number of various reports for all program areas amounts to more than seventy, and range from one to eight pages each. A school district that has offerings in each of the areas faces a mountain of paperwork that must be submitted to TEA. Appendix D contains a listing of the thirty-five reports which were provided to the Project Director by the various program areas within the Department of Occupational Education and Technology. It was noted that several of these do not appear in TEA Bulletin 742 - "School District Data Submission to the TEA." Of the thirty-five forms provided to the Project, the total number of pages of information required of the school districts each year is at least 155 pages and probably much more as so many reports require listing of each student. Since this is only for one segment of the districts' educational program, it is apparent that the burden of completing reports is considerable.

4. Related data (such as personnel, facilities, finance and program) is not available at one central location.

   As a result the various divisions and departments do not know what data has been collected in each division. This results in duplication of data gathering because of a lack of communication. In addition, because the departments are in a number of different physical locations throughout the city, the task of getting information together is a problem.

5. Data must usually be manually tabulated in response to requests from such agencies as the Legislative Budget Board, State Board of Education, and others.

   This, again, is due to the limitations of the information collected by the MIC and the lack of programs which allow for cross-tabulation of variables.

Based on these identified problems, there is an urgent need for a comprehensive management information system which is capable of responding to requirements at the level of program managers as well as at the commissioner level. The following model suggests a way to meet that need.

The model is based on a continuous flow of information from the lowest level to the highest and back again as illustrated in the following diagram.

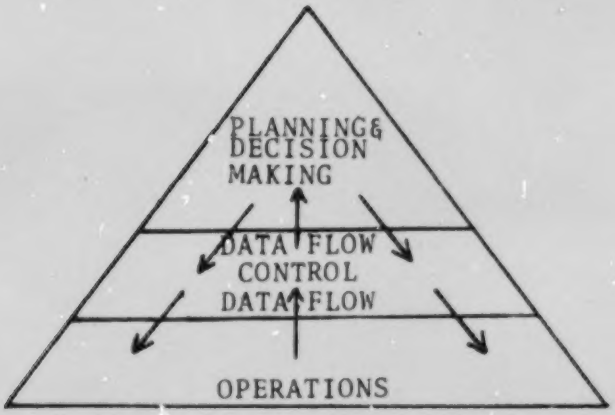


Diagram 1. Information Levels for Decision Making

Although the diagram identifies decision making at the top level, there is actually decision making occurring at each level. The underlying philosophy of this model is that feedback is essential at all levels. One of the difficulties of the present system is that the flow of information is directed primarily one way - to the top - with little return information going to the lower levels. In order for each program or division to plan its own programs it could benefit from the massive amount of information already collected through a central data system.

Various levels of decision making have different data requirements. In general, the most detailed information is needed at the level which is actually responsible for implementing programs, less specific information is needed at the intermediate level, and summary data is utilized for planning. This is illustrated in the following diagram.

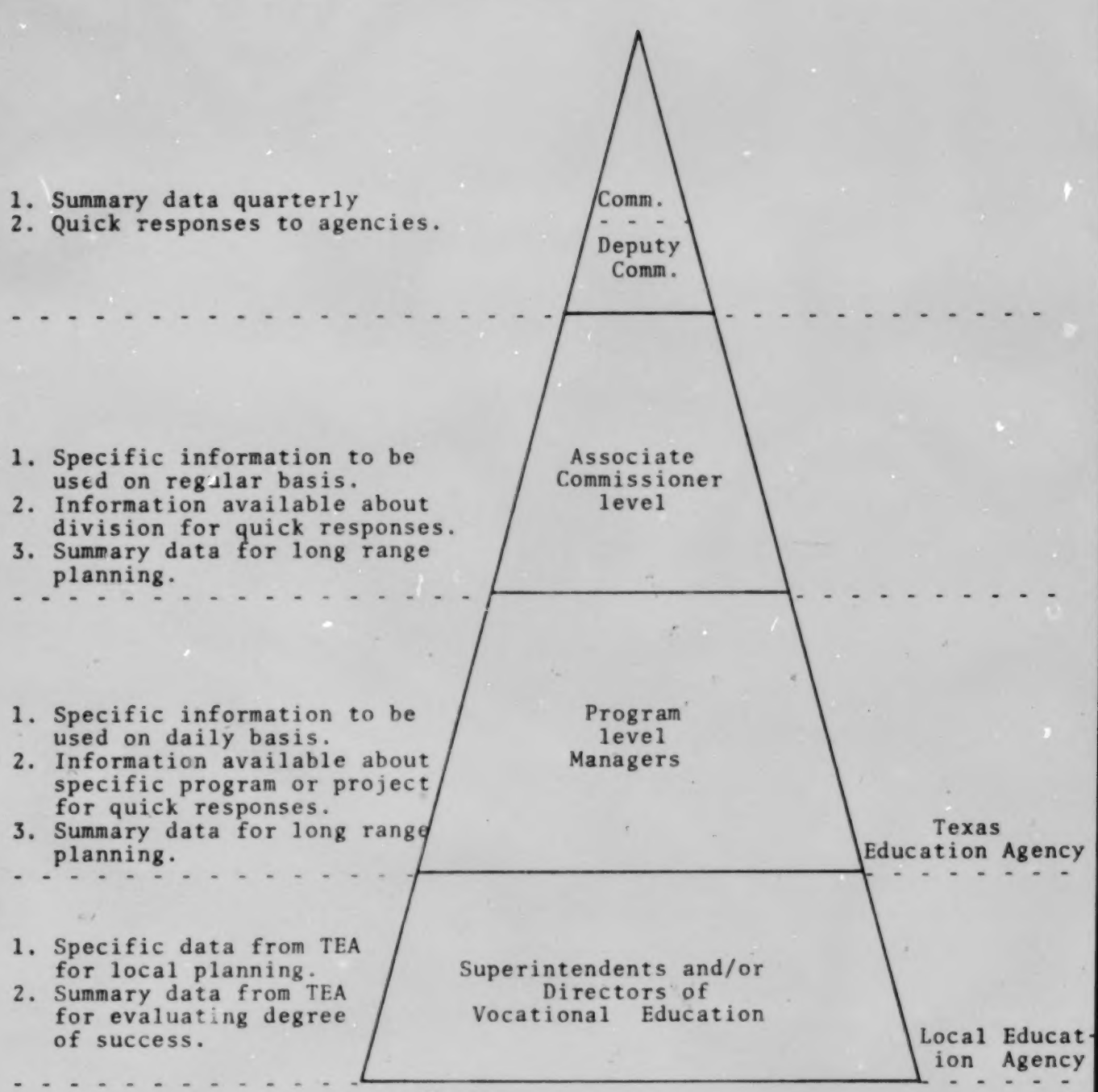

1. Summary data quarterly
2. Quick responses to agencies.
Comm.
Deputy Comm.
1. Specific information to be used on regular basis.
2. Information available about division for quick responses.
3. Summary data for long range planning.
Associate Commissioner level
1. Specific information to be used on daily basis.
2. Information available about specific program or project for quick responses.
3. Summary data for long range planning.
Program level Managers
Texas Education Agency
1. Specific data from TEA for local planning.
2. Summary data from TEA for evaluating degree of success.
Superintendents and/or Directors of Vocational Education
Local Education Agency

Diagram 2. Hierarchy of Data Elements for Decision-Making

The general computerized system design requirements of the proposed MISOE would include the components listed below:

MISOE MODEL SYSTEM DESIGN

I Information Subsystem

Input component

MIS data base

data collection techniques

information flow procedures

Output component

Systems reports

Report flow procedures

II Data Management Subsystem

Software component

data encoder procedures

computer software

operating instructions

Computer hardware components

Main from computer

III Management and Organization Subsystem

Training component

orient management staff

Documentation component

materials for implementation

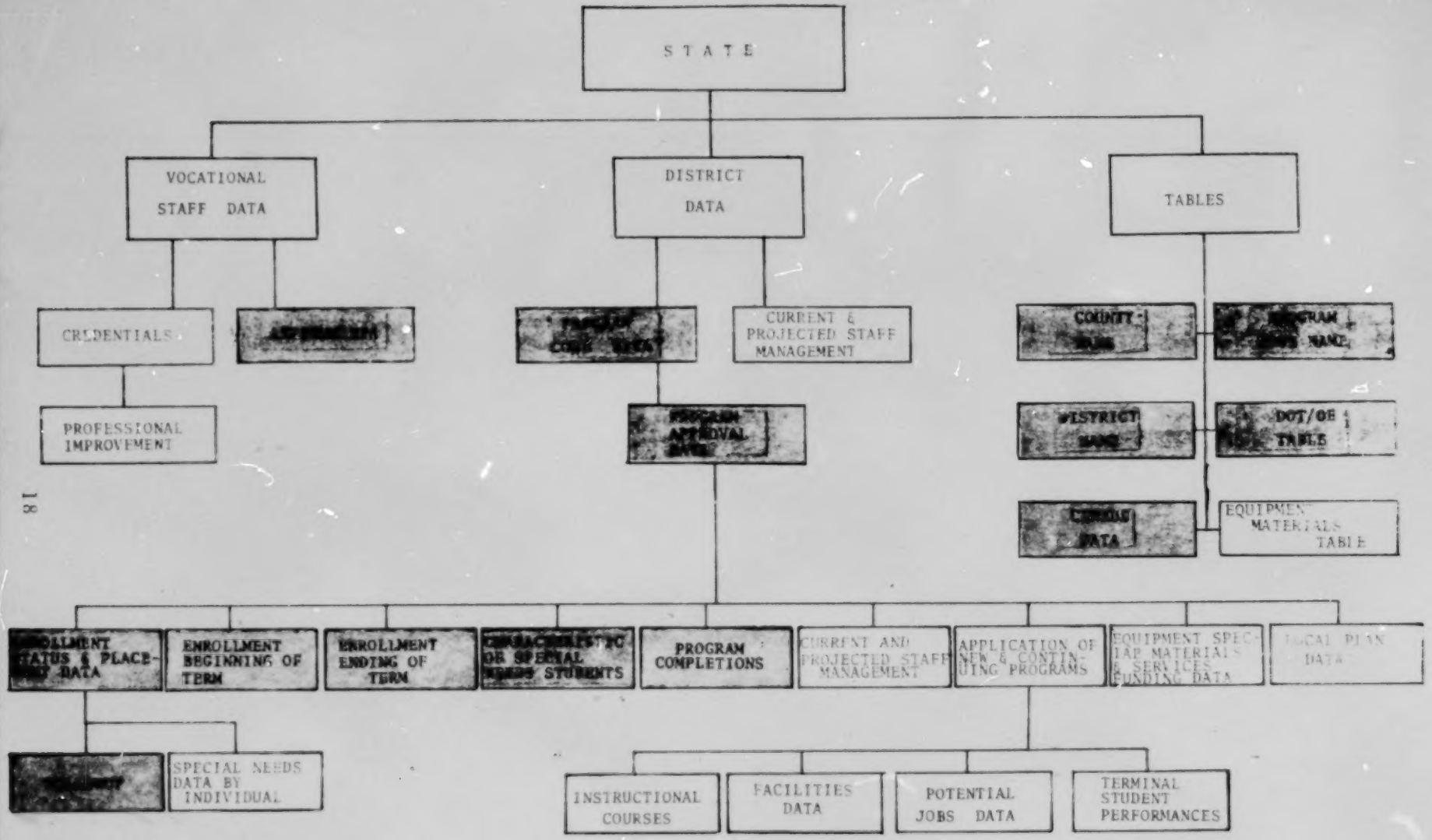
Assessment component

evaluate

The data based management information system proposed for the Department of Occupational Education and Technology uses an inverted tree structure format. This structure allows a computer to search logically through the hierarchy

of data elements with greater ease and speed than linear data bases.

The following diagram illustrates a suggested tree structure which could be utilized.



M I S O E DATA BASE TREE STRUCTURE

DIAGRAM 3

Note: The shaded blocks represent existing capability of the Management Information Center to provide data from automated files.

The present concept for a management information sustem for occupational education is illustrated on the next page. The emphasis is place on the collection of various categories of information which can be made available to decision makers. This is, of course, essential, but it does not go far enough. Simply having access to information without a systematic plan for using it can result in wasted resources and ineffective planning.

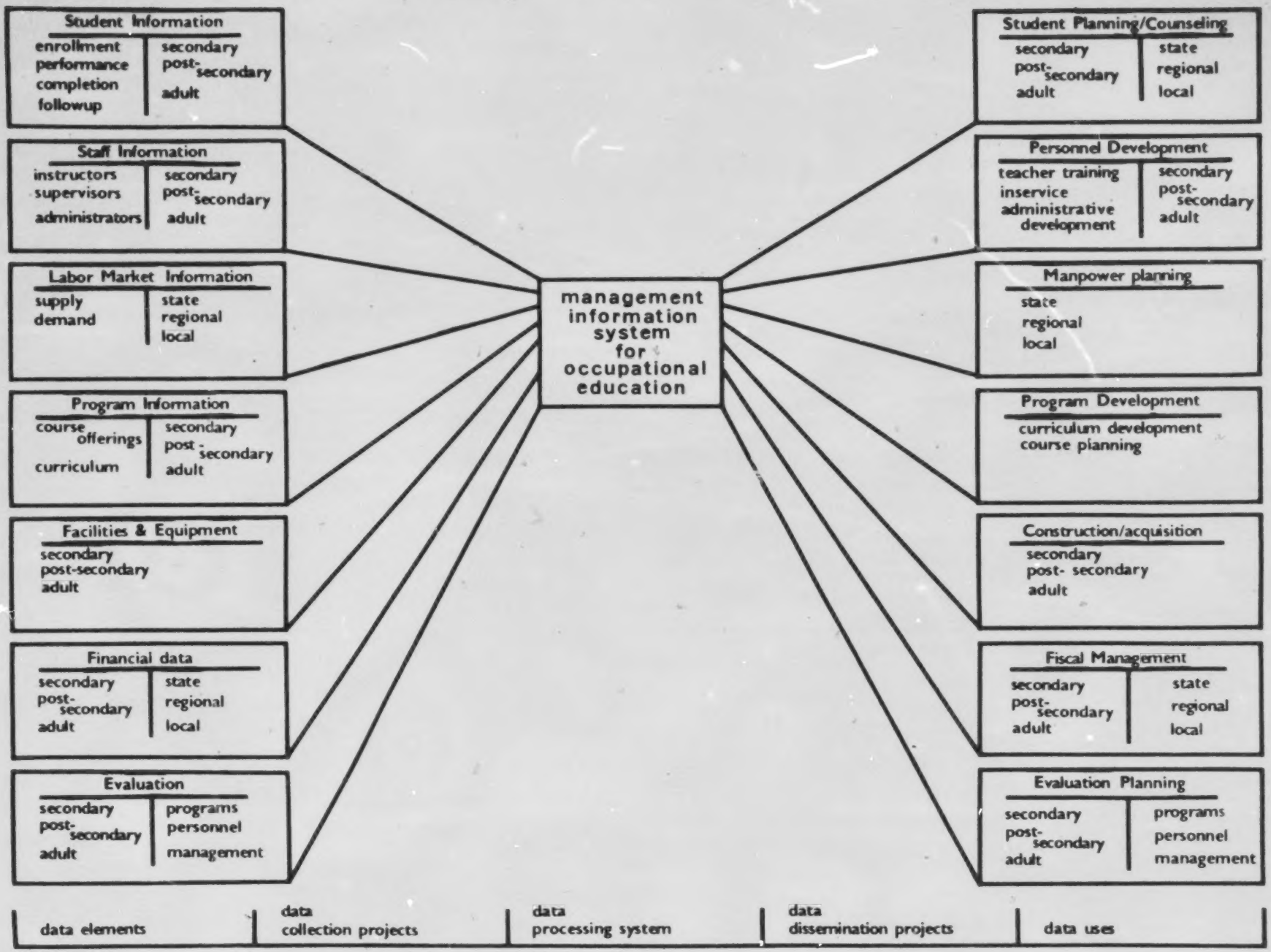


DIAGRAM 4 - MISOE

The State Plan for Vocational Education should be a planning document reflecting specific objectives and then a data collection system should be designed to provide information required to evaluate the degree of completion of the objectives.

The model proposed below concentrates on establishing goals and them providing the data to meet needs in discrete areas. It is based on Stufflebeams* CIPP Model for evaluation and facilitates collection of data to eveluate performances or objectives by using the input-process method.

Appendix C provides a list of sample questions and required data elements which could be used as the basis for identifying objectives in each of the categories of the model.

*Stufflebeam, et. al. Educational Evaluation and Decision Making 1974, Peacock Press.

OBJECTIVE	ENVIRONMENT OR CONTEXT	INPUT CHARACTERISTICS	EDUCATIONAL PROCESS	OUTPUT CHARACTERISTICS	COMMUNITY IMPACT
Specific, measurable objective developed by manager that describes some attainable target that could make use of some or more of the categories of information	Manpower Needs Population Char. - Ethnic - SES - Education	Budget or Revenue Student Info. - Ethnic - Male/Female	Enrollment Expenditures - Program - Staff - Support Facilities - Equipment - Availability - Time of Availability Program Curriculum	Completions Withdrawals Early Leavers	Employment Satisfaction - Employer - Employee - School Follow-up Evaluation

DIAGRAM 5 - MIS MODEL FOR OCCUPATIONAL EDUCATION

Interfacing Requirements

Much of the groundwork for the development of a comprehensive occupational education management information system has been done through separate projects and the existing Management Information Center at TEA. Implementation of the proposed MISOE Model should ensure that these efforts are combined to provide the maximum use of available data. These include:

1) The Texas Supply and Demand Information System - The purpose of the project is to provide information which will contribute to long range planning in occupational education. The system is designed to utilize 1) enrollment statistics (by vocational program area) provided by TEA and the Coordinating Board, 2) occupational and educational coding structures, 3) procedures and computer programs provided by the Bureau of Labor Statistics and 4) results of the Occupational Employment Statistics Survey by the Texas Employment Commission.

2) Project Follow-Up - designed to develop, test, and validate a management information system for the follow-up of students who enter Texas public community and junior colleges. It will provide a means of identifying the diverse goals of students and goal achievements, and should assist in the planning and evaluation of various programs.

3) Regional Planning for Occupational Education Project - The project was designed as a pilot program to facili-

tate cooperative planning among vocational-technical planners and to assist in the analysis of vocational-technical program needs for Texas. Among the objectives are 1) the development of an information system to provide basic manpower and other planning information to vocational-technical programs, and 2) facilitate cooperative planning among those agencies concerned with manpower training.

4. Management Information Center of the Texas Education Agency - The center is currently producing data output for several divisions of TEA such as computerized personnel information and financial information for the Financial Division. A limited amount of computerized information is available to the Department of Occupational Education and Technology as a result of data collection using the new computerized form.

   . The MIC now has available generalized computer programs that will allow existing data to be formated in such a way as to produce both required USOE reports and reports for management of the Department of Occupational Education and Technology.

Each of these four systems can contribute to the development of a comprehensive management information system by utilizing the forms and data bases which have already been created.

In addition, a management information system should be designed with the capability of answering specific information needs of the legislature. A system which can provide the data

necessary to justify funding of program requests from educators, or demonstrate that some legislative proposals may or may not be needed or economical, has obvious advantages. The list of questions, in Appendix E compiled by the Information Analysis Division of the Texas Education Agency and others, demonstrates the kinds of questions which an effective MIS could have the capability of answering in relation to vocational education. The listing provides suggested questions and should not be viewed as a complete source.

Appendix F also lists several questions in various catagories that are usually asked. Following the questions are several data elements that could be collected to assist in answering the questions.

Problems of Implementation

The task of implementing the proposed Management Information System for Occupational Education presents a number of problems which must be taken into consideration.

First, the fact that the various divisions of TEA are located in different parts of town complicates the channels of communication within the Agency and will make it more difficult to get people together to work on the requirements of the information system.

Second, the task of identifying the data elements which are considered essential will be difficult. There is no point in collecting information that is not required for reports if it is not going to be used elsewhere in the decision making process. This emphasizes the importance of establishing objectives before the mechanics of the information system are developed.

Third, with all the specific data requirements of each program area within the Department of Occupational Education and Technology, it is conceivable that the data base itself could become so large as to present additional difficulties. For example, storage of many tapes increases the time necessary to locate the tape with the desired information. It would also be impractical to have the entire data base on line in the computer because portions might be used infrequently and the space could be better utilized by other divisions. The cost factor would also be increased.

Fourth, the cost element must be considered in each phase of the development of the management information system. Decisions need to be made in light of the need for the information versus the cost of obtaining it. This could involve whether or not the whole data base should be on line, whether or not to use remote terminals, whether or not a central computer is needed in Austin, whether or not to collect some data on a sample basis. Another decision would be whether or not to tie in on data gathering through the Multi-Regional Data Processing Centers that are currently in existence.

Fifth, the length of time needed to develop and implement an effective system can take as much as three to five years. While the initial outlay of time and money is considerable, the resulting improvement in the ability of decision makers to have comprehensive information available quickly should be well worth the investment.

Recommendations: Immediate Action

Recommendation 1. Employ a staff which will have the responsibility for the development of an Occupational Education Management Information System.

In each of the visits which were made by the Project Director to other states, the management information system was being developed by a staff whose sole area of responsibility was to implement such a system. The complexity and magnitude of such a task requires the efforts of a full time staff. It would be esential for the staff to work closely with the staff of the Management Information Center of TEA to ensure that the Occupational Education System which was developed would be compatible with the existing efforts to create a comprehensive MIS for the entire agency.

Recommendation 2. Determine a common data core used by all program areas of the Division of Occupational Education for the purpose of establishing a minimum number of approved data collection instruments.

One of the most frequent complaints about the use of the present bubble form is that it does not collect much of the data needed in the various program areas. However, many of the program areas presently collect similar information in the other forms they send out. Development of such a core could serve to immediately reduce the numbers of report forms sent out by revising the bubble form.

Recommendation 3. Such steps should be taken as necessary to insure that the staff of the Department of Occupational Education and Technology work closely with the Management Information Center to decrease the turn around time of reports.

The staffs of the Department of Occupational Education and Technology and the Management Information Center should work to develop a mutually agreed upon schedule which will allow data to be collected in time for results to be available when needed.

Recommendation 4. Determine information needs for decision-making required by public school superintendent, directors of occupational education programs and teachers, which can be processed through the MIS for Occupational Education at TEA. This would allow feedback reports to the school districts and would meet an urgent need.

Recommendation 5. Investigate the possibility of establishing data collection procedure that would utilize existing delivery systems within each area planning region.

Recommendation 6. The development of a MISOE should incorporate a forecasting capability to ensure that decision making is truly based on anticipated needs and is not limited to "putting out fires."

Recommendation 7. Inform Agency staff on 1) current data processing capabilities and 2) location and existence of reports generated from other data collection activities.

Although the school districts have a handbook listing reporting requirements, this is not generally available to the majority of Agency staff members. An inservice program to familiarize them with data resources available in each division would be of help in reducing the amount of time required to locate and compile needed data.

Long Range Action

Recommendation 8.

A. Schools which have computer capabilities should develop procedures compatible with the TEA MISOE which would allow them to submit data via computer tape rather than through paper forms that have to be processed at the Agency.

B. Small school districts that do not have computer facilities should purchase remote job entry terminals for the purpose of submitting data to TEA.

Recommendation 9. Ensure that the MISOE is compatible with the agency's statewide network of data collection activities in the areas of finance, personnel, Facilities, and student data.

APPENDIX A

Interview Guide

Interview Guide

The following questions represent the major issues involved in determining the information requirements for management decision making. Through exploring each of these topics, it is hoped that a better understanding can be achieved of a) how decisions are made, b) what kind of questions need to be answered in this decision making process, and c) what kind of information is necessary to answer the questions.

1. CATEGORIES OF INFORMATION FOR VOCATIONAL EDUCATION

The sheet that I have just handed to you (see attachment 1) represents various categories of information about vocational education. Please look over the list and place check marks in the blanks following the category or area in which you normally make decisions. When you are through return the sheet to me.

2. LEVEL OF DECISION MAKING

A. Based on the sheet you just completed, describe the level of your involvement in this decision making process. For example, do you:

a) Make decisions that effect major changes in the area under consideration?

b) Make decisions that have limited impact in the area under consideration?

c) Provide support and/or information while others make the decision?

B. In the course of your work, how often do you make decisions that impact on the areas of vocational education described on the sheet?

3. INFORMATION REQUIREMENTS FOR DECISION MAKING

We have now laid the groundwork for this part of the interview by first looking at issues involved in decision making and then looking at the various categories of occupational education, about which decisions are made. We also talked a little about your own involvement in the decision making process. I would now like to determine the kinds and amounts of support information you need or want in this decision making process. First:

a) What information (reports, forms) do you now use for decision making?

b) What information do you use or need as it relates to post secondary and adult education programs?

c) What information (or specific data elements) would assist you in making decisions? (See Attachment 2)

d) Do you get copies of any of the mandated reports for vocational education as generated by the MIC?

e) Would it be helpful to you to have any of these reports for decision making?

f) Do you collect and/or tabulate any data manually for your own use?

...May I have a copy?

g) Do you have any recommendations on the type or format of a data collection instrument that would provide the kind of information you need?

4. MAJOR ISSUES OF MANAGEMENT DECISION MAKING

As a normal function of your position, you must make decisions and have questions answered daily. Before establishing a hierarchy of these questions and decisions, I would like to explore with you, some of the major issues involved with this decision making process.

a. Are there organizational bottlenecks that slow down your ability to make decisions or have questions answered?

b. Are there other kinds of hinderances to decision making within your area of responsibility?

c. What is your level of involvement in the planning process for developing new programs?

...Making recommendations for revision of existing programs?

d. To whom do you go for a decision that is seemingly out of your area of responsibility?

...Are there problems or concerns with this arrangement?

e. Are you asked to provide information to the following groups:

State Board of Education _____
Members of the Legislature _____
Advisory Committee for
Vocational Education _____
Special Interest groups _____
Others _____
Teachers _____
Administrators _____

f. Do you usually have the information available or must you manually collect and format the information requested?

g. In relation to the State Board approved "Goals for Public Schools in Texas," do you feel that your job and the decisions that you make support these stated goals?

h. Do you feel that the stated goals for vocational education help you to be more "accountable" as you manage?

i. Do you, as a manager, set goals, develop objectives and establish priorities as they relate to the overall state goals for vocational education, in your area of responsibility?

j. Do you try to collect data to determine the degree to which you have reached these goals and objectives?

k. Do you feel that you should have input (based on specific information) in the policy formulating activity as it relates to vocational education?

l. Are there specific goals available, stated in terms of federally mandated uses of money?

5. ADDITIONAL COMMENTS AND SUGGESTIONS

As a last effort in this interview, do a little brainstorming for a few minutes and share with me any ideas or suggestions that you may have that we have not touched on as it relates to developing a management information system for vocational education.

6. (FOR PUBLIC SCHOOLS)

A. In addition to the above information, what information do you need to manage vocational education on a daily basis that you do not now have?

B. Since you are required to provide information to TEA on a regular basis, what kind (and in what format) of information would you like to see coming back to you?

C. What information do you need as it relates to post secondary and adult education programs that impact on the secondary vocational education program?

Categories of Information About Occupational Education

Student Information

- Enrollment
- Performance
- Course Completion
- Follow-up
- Early leavers
- Drop-outs

LEA Personnel Information

- Instructors
  - Full-time
  - Part-time
  - Credentials
    - Pre-service
  - Professional Improvement
    - In-service
- Supervisors
- Counselors
- Administrators
- Others

Program Information

- Course offerings
- Curriculum
- Special Projects
- Support Areas
  - Guidance programs

Facilities and Equipment

- Adequacy
- Condition
- Inventory

Financial Information

- Source
- Amounts
- Balances

Evaluative Information

- Programmatic
- Based on Objectives
- In relation to budget

Information Data Elements for Decision Making in Occupational Education

Type of Information	Source	Present Availability	When Do You Need It	How Often Do You Need It Updated	What Format Should It Be In

APPENDIX B

Preliminary List of Needed Data Elements for an Occupational Education Management Information System

Preliminary List of Needed Data Elements
for an Occupational Education
Management Information System

1. FTE counts by Occupational program and by instructional arrangement.
2. Funding balances by program by source of fund.
3. Contact hour by course.
4. Cost of contact hours.
5. Number of teachers.
6. Salaries of teachers.
7. Support costs.
8. Early leavers.
9. Drop out.
10. Follow-up.
11. Performance of students.
12. Competency listing of professional staff.
13. Credentials of personnel.
14. How many students (with what characteristics) are going to be seeking what kinds of service.
15. What additional adult serving systems are needed in the community.
16. Employability Skills developed by students.
17. Number of students who were provided services.
18. Number of students who were placed as a result of service.
19. Program evaluation based on increase of placement of graduate and follow-up.
20. Number of units by program at each school.
21. Organizational Report--Divided by program.
22. Short and Long - range Projections of Manpower needs by community.
23. Availability of all clinical facilities by community.
24. Identification of skills considered entry level for students in occupational education programs.
25. Types of vocational and adult program operating in school.

26. Times the equipment is not in use.

27. Data from schools early for Industrial start-up training.

28. Needs for Adult DE Education by community.

29. Needs assessment information by school district.

30. Program Summary Information by school district.

31. Attendance Reports.

32. Census Information.

33. Travel balances.

34. Expenditures in each program.

35. Certified course list.

36. Information on facilities.

APPENDIX C

A Representative List of Specific Vocational Education Questions

A REPRESENTATIVE LIST OF SPECIFIC VOCATIONAL EDUCATION QUESTIONS

Context

What Is the Community Need for Vocational Education?

Population Information

What is the total population?

What is the percentage annual change in population?

What is the specific population by race, age and sex?

What is the urban (rural) population?

What is the percentage change in urban (rural) population?

What is the annual birth (death) rate?

What is the infant mortality rate?

What is the natural population increase?

What is the annual net migration?

What is the suicide rate?

What is the delinquency rate?

What percentage of families have members under 18 years of age?

What is the percentage of all families with income less than poverty level?

What is the number of families with children under 18 who have family income less than the poverty level?

Employment Information

What is the size of the civilian labor force?

What is the size of the civilian labor force by race, sex and age?

What is the labor force participation rate for those 16 years of age and older by race and sex?

What is the total unemployment rate?

What is the unemployment rate for youth 16-21 by race and sex?

What are the characteristics of the unemployed?

What are the average hours and wages by industry?

What is the community employment by occupations?

What is the community employment by industrial groups?

What are the job opportunities by occupations?

What is the percentage change in employment by occupational classifications over a specified number of years?

What are the mobility patterns of the work force?

What are the typical job duties of specific occupations?

What are the characteristics of workers customarily hired in selected occupations?

What are the training and apprenticeship opportunities by industrial classification?

What are the hiring practices of significant employers?

What are the prevailing wage rates for selected occupations?

What are the short-term (long-term) anticipated labor demands (supply) by occupations?

What are the anticipated changes in "typical job duties" and "characteristics of workers customarily hired" for selected occupations?

Educational Information

What is the median years of schooling completed by age, race and sex?

What is the percentage of the population 25 years of age and older who have not graduated from high school?

What is the percentage of the population 25 years of age and older who have completed a program of vocational training by years of school completed and sex?

What is the occupation of all employed persons 16 years of age and older by field of vocational training, age and sex?

What is the percentage of the population who have completed less than fifth grade by sex and race?

What is the public school enrollment by grades?

What is the percentage of annual high school graduates enrolled in community colleges and technical institutes?

What is the number of enrollees in vocational programs per 100 enrollees in community colleges?

Economic Information

What is the per capita income?

What is the total value of bank deposits?

What is the total dollar value of retail sales?

What is the total dollar value of wholesale sales?

What is the capital investment by industrial group?

What Is the Extent of Community Support for Education?

Local Government Economic Information

What is the local government annual revenue by sources?

What are the annual expenditures by expenditure categories?

What is the capital improvement budget?

What are the total property tax rates for specific school purposes?

What is the total revenue from state sources?

What is the total revenue from federal sources?

What is the total revenue received from VEA funds?

School Revenue Base Information

What is the total assessed value of all property subject to taxation?

What is the percentage change in assessed valuation for selected years?

What is the official property assessment ratio?

What is the total property tax levied for schools?

What is the value of the tax-exempt property?

What is the per capita expenditure for public school education from local, state and federal sources?

What were the votes cast in the last three elections for school operating levies?

What Vocational Training Resources Are Available?

Training Resources Information

How many training opportunities are available in business and industry?

How many training opportunities are available in civilian government agencies?

How many training opportunities are available in private agencies and organizations?

How many training opportunities are available in military installations?

How many training opportunities are available from prime sponsors under CETA?

Input

What Resources Are Allocated to Vocational Education?

Revenue Information

What is the total revenue from federal sources allocated to vocational education by geographic location, program area, program level and target groups?

What is the total revenue from state sources allocated to vocational education by geographic location, program area, program level and target groups?

What is the total revenue from local sources allocated to vocational education by geographic location, program area, program level and target groups?

What is the source and amount of revenue used to support vocational education by OE instructional programs?

What is the source and amount of revenue used to support vocational education by type of school, e.g., comprehensive high school, area vocational-technical school, or skill center?

What is the amount of revenue from vocational education tuition fees by geographic location, program area, program type and target groups?

What is the amount of restricted (unrestricted) grants-in-aid received directly from the federal government for support of local programs of vocational education by geographic location, program area, program level and target groups?

What is the amount of restricted (unrestricted) grants-in-aid received from the federal government through the states to support local programs of vocational education by geographic location, program area, program level and target groups?

How are state grants-in-aid to vocational education distributed to local educational agencies?

New Student Information

What are the abilities, aptitudes and achievement levels of newly enrolled vocational education students?

What are the reasons for enrolling in vocational education programs?

What are the career expectations and aspirations of newly enrolled vocational education students?

Process

Who Is Being Served by Vocational Education?

Enrollment Information

What proportion of those who apply are admitted to vocational programs by geographic location, program level and target group?

How many apply for entrance to vocational education programs by geographic location, program level and target group?

What is the total enrollment in vocational education by geographic location, program area, program level and target group?

What is the total enrollment in vocational education by age, sex, ethnic group, socioeconomic background and special needs of students?

What is the total enrollment in vocational education by OE instructional programs?

How many urban, suburban and rural students are being served by vocational education?

What is the enrollment in vocational education youth groups by organization?

What is the enrollment in vocational education by type of school?

How many disadvantaged (handicapped) students are served by vocational education?

What is the enrollment by parts of the Vocational Education Act?

What is the enrollment in special programs, i.e., pre-vocational, pre-postsecondary and remedial?

What is the total enrollment in pre-service (in-service) vocational teacher training?

How Much Is Expended for Vocational Education?

Expenditure Information

What are the total expenditures by states and localities for vocational education?

What is the total expenditure for vocational education from federal, state and local sources?

What is the expenditure for vocational education by function or purpose of the expenditures, e.g., instruction, instructional support, administration, student support services, or community support?

What is the expenditure for vocational education by object of expenditure, i.e., salaries, fringe benefits, purchased services, land, buildings, equipment, materials and supplies?

What is the expenditure for vocational education by geographic location, program area, program level and target groups?

What is the expenditure for vocational education by specific OE instructional programs?

What is the per pupil expenditure for vocational education by geographic location, program area, program level and target groups?

What proportion of VEA funds allocated to states is expended in state administrative overhead?

What is the expenditure for vocational education by specific activities, i.e., teaching, administration, counseling and guidance, planning, evaluation, research and demonstration, data processing, and curriculum development?

What is the expenditure for vocational education by type of school?

What is the expenditure for vocational education by parts of the Vocational Education Act?

What is the expenditure for new vocational education programs?

What is the expenditure for cooperative, work study and work exploration programs?

What is the expenditure for pre-service and in-service training of vocational education professionals?

What is the total expenditure for state advisory council operations?

What Vocational Education Programs Are Provided?

Program Information

What OE instructional programs are being provided by geographic location, program type, program level and target groups?

What programs are being offered by age group, grade level and special student needs?

What vocational education programs are offered by type of school?

What programs are offered by parts of the Vocational Education Act?

What and how many new programs are begin implemented?

How are vocational programs accredited?

What methods of instruction are used?

How are vocational education programs evaluated?

How often are vocational education programs evaluated?

How many vocational education programs are terminated?

What are the admission requirements of vocational education programs?

How are program advisory committees selected?

What functions do program advisory committees serve?

For what occupations are vocational programs provided?

What is the geographic accessibility of vocational education programs to public transportation?

What Vocational Education Staff Resources Are Provided?

Staff Information

What is the total number of vocational education staff employed by geographic location, program area, program level and target groups?

What is the total number of vocational staff who are classified as educational professionals?

What is the total number of vocational education staff by staff assignment, i.e., administrator, teacher, supervisor, director, coordinator, guidance counselor, secretary/clerk, maintenance?

What are the credentials for vocational education professionals?

How many vocational professionals are employed by OE instructional programs?

What is the total number of vocational staff employed by type of school?

What is the total number of vocational education teachers by years of prior vocational education experience and occupational area of previous work experience?

What is the total number of vocational education professionals who have completed in-service training during a specified period?

What is the total number of vocational staff by salary, method of remuneration and employment status?

What is the total number of vocational education professionals by age, sex, ethnicity, formal education, earned degrees, and current activities performed?

What are the educational development needs of vocational education professionals?

What is the turnover rate of vocational education teachers?

What are the reasons for vocational teacher terminations?

What Vocational Education Facilities Resources Are Provided?

Site Information

Where are vocational education facilities located?

How are educational sites being used for vocational education purposes?

Who owns the sites used for vocational education?

When were the sites acquired?

How were the sites acquired, i.e., purchase, gift, lease, rental?

What is the acquisition and present value cost of vocational educational sites?

What is the size of vocational education sites?

How many buildings are on the sites?

Building Information

What is the square footage of the buildings devoted to vocational education by type of use?

What percentage of total capacity is allocated to vocational education?

What is the acquisition and present value of buildings used for vocational education?

What is the average size and student capacity of classrooms, shops and special rooms devoted to vocational education?

What is the condition of buildings housing vocational education programs?

How many student stations are allocated to vocational education?

What is the condition of the rooms used for vocational education purposes?

How many student stations are provided by OE instructional programs?

What is the average daily number of students who make use of rooms?

What percentage of the day are rooms used for vocational education?

What fixed (movable) equipment is provided for use in vocational education?

When was the equipment acquired?

What is the condition of the equipment?

What is the acquisition cost and the current value of equipment used in vocational education?

How was the equipment acquired, i.e., purchased new, loan, rental, leased?

How much and what kind of equipment is available for data processing, research and statistical services, student personnel services?

Product

What Is the Output from Vocational Education Programs?

Completion Information

What is the total number of program completers by geographic location, program area, program level and target groups?

What is the total number of program completers by OE instructional programs?

What is the total number of program completers by type of school?

What is the completion rate by geographic location, program area, program level and target groups?

What is the completion rate by OE instructional programs?

What is the completion rate by type of school?

What are the education and career intentions of program completers?

What is the achievement level of program completers?

Withdrawal Information

What is the total number of early leavers by geographic location, program area, program level and target groups?

What is the total number of early leavers by student characteristics (age, sex, race, grade level, etc.)?

What is the total number of early leavers by OE instructional programs?

What is the total number of early leavers by type of school?

What is the total number of early leavers by reason for early leave?

What are the education and career intentions of early leavers?

What is the achievement level of early leavers?

Impact

What Is the Result of Vocational Education Programs?

Post-School Employment Information

What is the total number of program leavers who are employed full-time (part-time) by geographic location, program area, program level and target groups?

What is the total number of program leavers who are unemployed and available for work by geographic location of program, program area, program level and target groups?

What is the proportion of program leavers who are employed by OE instructional programs?

What is the total number of program leavers who are employed in related areas by geographic location of programs, program area, program level and target groups?

What is the current salary or wages for employed program leavers by geographic location of programs, program area, program level and target groups?

What is the current wage (salary) for program leavers by OE instructional program, age, sex, race and completion status?

What has been the career progression since leaving a vocational program?

Job Satisfaction Information

How satisfied are program leavers with their current job in terms of wages, working conditions, type of work and potential for advancement?

How does job satisfaction differ by geographic location, program area, program level and target groups?

How does job satisfaction differ by OE instructional programs?

How does job satisfaction differ by type of school?

How relevant is the vocational education program in terms of skills required on the current job and equipment used on the current job?

How does job satisfaction differ by age, race, and sex of program leavers?

Employer Satisfaction Information

How satisfied are employers with vocational program leavers according to quality of work, quantity of work, need for on-the-job training, and potential for advancement?

How does employer satisfaction differ by geographic location of programs, program area, program level and target groups?

How does employer satisfaction differ by OE instructional programs?

How does employer satisfaction differ by type of school?

School Satisfaction Information

How satisfied are program leavers with school instruction, personnel, facilities and placement activities?

How does school satisfaction differ by geographic location, program area, program level and target groups?

How does school satisfaction differ by OE instructional programs?

How does school satisfaction differ by type of school?

How does school satisfaction differ by age, race, and sex of program leavers?

Context-Input Relations

What Is the Relation Between Community Need and Resources Allocated to Vocational Education?

Population Information, Employment Information, Education Information, Economic Information and Revenue Information

Are vocational education revenues allocated according to community need?

What is the relation between the extent of community support for education and the amount of state and local revenue generated for vocational education?

What is the relation between the socioeconomic level of the community and the characteristics of vocational education enrollees?

Context-Process Relations

What Is the Relation Between Community Need and Support and the Process of Vocational Education?

Population Information, Employment Information, Education Information, Economic Information and Enrollment Information

What is the relation between community need and the number of people who apply for admission to vocational education programs?

What is the relation between community need and the number of enrollees in vocational education programs?

What is the relation between community need and expenditures for vocational education?

What is the relation between community need and the vocational programs provided?

What is the relation between community need and the vocational staff resources provided?

What is the relation between community support and expenditures for vocational education, programs provided, staff provided and facilities provided?

APPENDIX D

Listing of Occupational Education Reports

LISTING OF OCCUPATIONAL EDUCATION REPORTS

PROGRAM AREA	REPORT	NUMBER	NO. OF PAGES	NO. TIMES SUBMITTED
Homemaking Education	1. Program plan	VHM 001	4	4X
	2. Annual Report	VHM 003	4	1
	3. Plan for Summer Homemaking Ed. Program	VHM 002	2	1
	4. Program Plans for Homemaking Education for adults	VHM 008	4	1
	5. Annual Report for Homemaking Ed. for Adults	VHM 005	4	1
	6. Home Experience Record	VHM 004	2 legal	5
Post Secondary Education				
	1. Student Date Report	CB 001	Multiple depending on # of students	as needed
	2. Class data Report	CB 003A	11	as needed
	3. Application for approval of a New Vocational Tech. Program	PSE 004	2	as needed
	4. App. for approval of Adult Vocational Courses	none	1	as needed
	5. Statement of Qualifications (for new employee)	VPD 020	4	as needed
	6. Follow up of Post Secondary & Adult Completions and Drop-outs with salable skills in Vocational Ed.	PSE 022	1 or more	as needed

	7. Enrollment of Post Sec. & Adult Completions and Drop-outs with	PSE 023	1 or more	as needed
	8. Personnel Assign of Post Secondary to Adult Voc. Programs	PSE 021	1 or more	as needed
Vocational Agricultural Education	1. Local Chapter Program of Work	VAG 007	1	as needed
	2. Program Schedules for Vac-Ag Teachers	VAG 010	2	as needed
	3. Student Record & Follow-up	VAG 006	2	as needed
	4. Summer Plans for Voc. Ed in Ag	VAG 009	4	1
	5. Annual Report of Adult & Young Farmer Ed. in Agriculture	VAG 005	2	1
	6. Final Report for Previous year	VAG 004	1	1
General	1. Monthly Travel Rep.	VOC 030	2	monthly (1 for ea. staff member i each program area.
	2. Secondary Occupational class information	VOC 085	[illegible]	4X by most prog. areas
Health Occupation	1. Public School Voc. Nursing Class Organization Report	VOC 072	2	as needed
	2. Public School Voc. Nursing follow-up report	VOC 073	1	as needed
Distribution Education	1. Cooperative Training Plan	VOC 044	2	1 for each student who is employed
VOC Industrial Educ.	(use VOC 044)			

Industrial Arts	1. Class Organization Report for Secondary VOC Industrial Arts	VOC 075		4
Adult Continuing Education	1. Class Report	ACE 039	2(for ea. class)	4
	2. Adult Education Monthly attendance report	ACE 053	1	monthly
	3. Attendance Record	ACE 051	1 or more	as needed
	4. CETA Student Survey	ACE 025B	4	as needed
	5. Evaluative Survey to identify the needs of CETA projects	ACE 025A	8	as needed
Office Occupations	1. Teachers Information Card Form	Unnumbered		
	2. Equipment Inventory Form	Unnumbered		
	3. Lab Programs Course Outline	Unnumbered		
Secondary Education	1. Adult VOC Ed class organization report	VOC 065	2	as needed

APPENDIX E

Vocational Education Questions

VOCATIONAL EDUCATION QUESTIONS

1. What vocational programs are offered in each school district (excluding programs offered through area vocational schools located in another district but including area vocational programs located within the district)?

2. What measures of student station utilization are there (to include postsecondary stations which are available to secondary students by contract)? What do data on student station utilization show?

3. What relationship is there between the availability of the various types of vocational programs and taxable district wealth per ADM? (Those programs which are offered in a single district and those which are available through participating in an area school should be examined both jointly and separately.

4. Has the concept of the area vocational school made cost-effective vocational education opportunities widely available?

   a. Which schools are designated as area vocational schools?
   b. Which districts participate in each of these area schools?
   c. How many pupils from each district attend the area vocational school?
   d. What percent of each district's total ADM for grades 9-12 attend the area vocational school?
   e. What percent of the pupil population at the area schools is composed of host school students?

5. Have regulations allowing school districts to contract with other educational institutions for the provision of instructional services made vocational education opportunities available to wide range of students in a cost-effective manner?

   a. How many school districts contract with other educational entities?
   b. What programs are made available through contracting?
   c. How many participating pupils and how many FTE's are served through contracting?
   d. How are the contract rates established between the local district and the other party to the contract?
   e. How does TEA determine the reimbursement rate for contracted services?

6. What is the level of student participation in each vocational program by ethnicity and by gender?

7. What is the approval procedure for vocational programs?

   a. How is the approved program list developed by TEA?

b. What procedures are followed by a school district in obtaining from TEA the allocation of instructional units for a program on the approved program list?
c. What procedures are followed to obtain allocation of instructional units not on the approved program list?

8. How much revenue for current operations is provided for each vocational program from federal, state, and local sources?

9. How much revenue for capital outlay for vocational programs is provided from federal, state, and local sources?

10. How much federal, state, and local money is available for start-up costs? How much is needed for each program?

11. Which area vocational schools receive money from the county available school fund? How much?

12. What factors are used by TEA to plan and schedule the growth of vocational programs? What state funding requirements are projected for 1977-78 and 1978-79?

13. What has been the impact of the "bonus unit" approach on the teacher: FTE ratio for each vocational program?

14. How many teachers in each program are paid on eleven month contracts? On twelve month contracts? What percent of all vocational teachers does each of these figures represent?

15. What fexibility do local administrators have in the assignment of vocational personnel?

16. Which administrative regulations concerning vocational programs originated at the state level and which are federal regulations or state-level implementation of federal requirements?

17. What role do regional service centers play in vocational education? What roles could the service center play in the cost-effective delivery of vocational services?

18. Do follow-up data tend to confirm or refute the claim that currently offered vocational programs are relevant to the world of work? What percent of students graduated from vocational programs are working one year after graduation in the career cluster for which they were trained? Five years after graduation?

19. What are the comparative course unit costs and aggregate course costs across the state for occupational education programs?

APPENDIX F

Data Elements for a Management Information System for Occupation Education

COURSE INFORMATION. What are the public funds buying? What kinds of training are being provided, where, for whom and at what instructional levels? In order to answer these questions, we must know the identity of all training programs and what kinds of students are enrolled in each. We must know their location and the grade levels at which they are taught.

How much instruction is provided in terms of clock hours in each course? In order to know this, the total number of hours the course meets during a semester or year must be known.

Which course sections* are conducted for regular students, and which ones for the handicapped and disadvantaged? The way to know this is to identify every course section as either regular, handicapped, disadvantaged, or handicapped and disadvantaged.

How much does it actually cost to provide the training in each separate course section, not just for instruction and supplies but for administration, facilities, equipment, utilities, janitorial expenses, and other overhead? What part of the cost is paid for by local funds, and by State and Federal funds? The answers can be provided by the local school systems and educational institutions identifying these costs separately for each course and each section.

Fifteen data elements are needed to provide all of the above information except the kinds of students enrolled in each course. Student enrollment is discussed on later pages. The fifteen data elements needed for course information included five which are identification numbers: Course number, section number, school number, school district number, and teacher number. There are actually only twelve items of information about each course to be collected. The entire list, including identification numbers, is as follows:

1. Course Identification Number: The identification number developed by the U. S. Office of Education for each course of study.

2. Section Identification Number: The number of each section of the same course taught in the local school or educational institution.

3. School Identification Number: The identification number developed by the U. S. Office of Education in conjunction with the State Department of Education for each school in the State.

4. School District Identification Number: The identification number developed by the U. S. Office of Education in conjunction with the State Department of Education for each school district in the State.

5. Teacher Identification Number: A unique identification number assigned by the local school or by the State

*The terms "course section", "section of a course" and "class" are used interchangeably in this report. They are considered as synonymical.

education agency.

6. Kind of Instruction: The instruction classified into kinds: institutional, cooperative, or work experience.

7. Federal Support Program: The part or parts of the Federal legislation of 1968 under which a particular course section is receiving Federal assistance. (Parts B, C, D, E, F, G, or H).

8. Purpose: The instruction classified into goals; orientation, exploratory, preparatory, or supplementary.

9. Type of Course Section: The instruction classified into types; regular, disadvantaged, handicapped, or disadvantaged and handicapped.

10. Instructional Level: The instruction classified into levels; elementary, pre-secondary, secondary, post-secondary, apprentice, adult, and ungraded.

11. Instructional Time: The actual clock hours of instruction in the section of a course.

12. Direct Cost: The expenditures which can be identified with each section of a course such as the teacher's salary, supplies, and equipment.

13. Indirect Cost: The prorated share of the school's expenses which cannot be identified with any particular section of a course such as administrative costs, capital expenditures, and utilities.

14. Local Cost: That portion of the direct and indirect costs not provided through the State educational agency.

15. State and Federal Cost: That portion of the direct and indirect costs which comes from the State educational agency.

STUDENT AND TRAINEE INFORMATION: Who receives the immediate benefits of publicly supported vocational education and manpower training? Who are the students and trainees -- not their personal identitites, but their characteristics as individuals? In order to answer, we need to know each person's sex, age, grade level, home zip code number, and achievement record (upper third, middle third, or lower third of the section of the course).

What groups in the population are represented and in what proportions? For this we need to know the type of student (regular, handicapped, disadvantaged), and ethnic group.

What preparation for employment is being provided for groups of students and trainees by age, sex, grade level, and special handicaps or disadvantages. One additional element is needed for this information: the nationally standardized course number of each course in which every student and trainee is enrolled.

How many vocational education students and which ones are members of the vocational youth organizations which seem to have had such a dynamic influence on personal success? This requires one additional element for each student: whether or not he or she is a member of such organizations as DECA, FBLA, FFA, FHA, OEA, or VICA.

What happens to each student and trainee at the end of a training program? In order to know, we must have his or her employment status: whether employed full time in the field for which trained or a related field; employed full time in a non-related field; unemployed or working part time looking for full time employment, or not available for regular employment because of military service, continuting full time in a nonrelated post-secondary program, personal choice, or for some other reason.

How well have students and trainees done in their training programs, and what kinds of patterns exist in the success or failure rates of different groups? This can be answered with the elements already mentioned and four more which are listed below to answer other questions.

How do the former students and trainees themselves feel about the training they received, and how do they feel about their employment? In order to answer, two elements are needed: each individual's judgment about the training received -- whether it was excellent, good, fair, poor or of no value -- and whether he or she is highly satisfield, satisfield, or not satisfield with the job received.

For what kinds of employers do different kinds of students find themselves working, and how much did they earn when they went to work? To answer this, we need to know if the employer in each case is a relative, government agency, private employer, or if the individual is self-employed; and the beginning hourly salary.

Altogether, nineteen data elements are needed to answer all of these questions. Three are identification numbers used in the preceding list: course number, section number, and school number. A fourth identification number is needed for the student sybsystem, which is a unique number assigned by the local school and identified with a name only by tge local school. Fifteen additional data elements supply the information needed. Following is the list including identification numbers:

1. Course Identification Number: The same six-digit USOE Course number used in collecting information for each vocational or occupationally related course in which the student is enrolled. (See Course Information data element 1)

2. Section Identification Number: The same unique number used to identify each section of the same course being taught in collecting course information. (See Course Information data element2)

3. School Identification Number: The same standardized number used in collecting course information. (See Course Information data element 3)

4. Student File* Number: A unique number assigned to each student by the local school. It is not the student's school identification number or social security number, but a number that only the local school can relate to school identification number or social security number.

5. Sex.

6. Date of Birth

7. Grade Level of the Student: Students classified into levels K-6,7,8,9,10,11,12,13 or 1st year, 14 or second year, apprentice, adult, or ungraded.

8. Type of Student: Students classified into types: regular, handicapped, disadvantaged, or disadvantaged and handicapped.

9. Ethnic Group: Students classified into groups: American Indian, Negro, Oriental, Spanish-surnamed American or Other.

10. Address: Home zip code only.

11. End of Course Status: Left Prior to end of course without a marketable skill, left prior to end of course with a markrtable skill, completed course early by examination or advance credit, or completed normal course requirements.

12. Student Achievement: Students classified by vocational achievement; upper third, middle third, or lower third of class.

13. Vocational Club Membership: Students classified as members or non-members of a Vocational Educational club.

14. Employment Status After Leaving: Students classified into categories: unknown, not available for placement because of military service; continuing full time in a nonrelated post-secondary program, or other;

* File Number and Identification Number are used interchangeably in this report. They may be considered as synonymical.

employed full time in field for which trained or related field; employed full time in non-related field; unemployed or working part time looking for full time employment.

15. Employment Satisfaction: Students rating of their job classified into highly satisfied.

16. Vocational Preparation Evaluation: Students' judgement of preparation classified into excellent, good, fair, poor, no value.

17. Employability: Number of weeks available for work between first job application and first job.

18. Earnings: Beginning hourly salary in field in which trained if employed full time.

19. Employer Status: Student's employers classified into selfemployed, employed by a relative, by a government agency, or other.

PROFESSIONAL PERSONNEL INFORMATION. How many teachers are employed in the Vocational Education and manpower training programs within each occupational area? To answer this, we need identification numbers for teachers and the six-digit USOE courses being taught.

How many vocational counselors, supervisors, coordinators and administrators are employed? For this an identification number and the position classification are needed for each non-classroom teaching vocational educator.

How much professional preparation, vocational employment experience, and vocational teaching experience do they have in relation to their occupational fields, age, sex, ethnic background, and location? This information requires that the highest professional degree and additional graduate hours be known for each person, the number of years of practical experience, the number of years of voactional teaching or other related professional service, sex, age, and ethnic group.

What are the common characteristics of teachers whose students show high levels of achievement and employability? No additional information is needed to answer this question; it can be answered by writing the necessary computer programs when the data are all entered for processing.

A total of twelve data elements are needed to answer these questtions. Five are identification numbers used in the preceding lists. They are as follows:

1. Course Identification Number: The same six-digit USOE Course number used in collecting course information for each course taught (classroom teachers only). (See Course Information data element 1).

2. Section Identification Number: The same unique number used to identify each section of the same course being taught in collecting course information. (See Course Information data element 2)

3. School Identification Number: The same standardized number used in collecting course information. (See Course Information data element 3)

4. School District Identification Number: The same standardized number used in collecting course information. (See Course information data element 4)

5. Personnel File Number: A unique identification number assigned by the local school or by the State educational agency. (For classroom teachers, this is the same Teacher Identification Number used with each course file.) (See Course Information data element 5)

6. Sex.

7. Date of Birth

8. Ethnic Group: Professional Personnel classified into groups; American Indian, Negro, Oriental, Spanish-surnamed American or Other.

9. Professional Preparation: Professional Personnel classified by completion of highest professional degree and additional graduate credit hours.

10. Vocational Experience: Number of years of practical experience.

11. Vocational Education Experience: Number of years teaching vocational or occupationally related classes, or other related progessional service.

12. Position Classification: Professional personnel classified by position; teacher, administrator, supervisor, coordinator, counselor, or placement officer.

MANPOWER TRAINING INFORMATION. Essentially the same data are needed in an adequate reporting and accountability system for manpower training as for Vocationa Education. Instead of the school district and school code identification numbers, unique identification numbers must be provided for each prime contractor and each training agency. These identification numbers may have the letter"M" as their first digit to indicate manpower records rather than Vocational Education records in each State data system and in the National information system. Data element number 1 in the Course, Section and Student Sybsystems, the USOE 6-digit code

for each course of study, can be changed to the Department of Labor's 6-digit DOT code. Data element number 7 in the Course Section Subsystem, Federal Support Program, can be omitted. Data element number 13 in the Student Subsystem. vocational club membership, can be omitted. These are the only variations that need to be made.

APPENDIX G

Florida Vocational Technical and Adult Education
Information System Data Collection Instruments

SUMMARY OF FINDINGS IN FLORIDA

The Florida Vocational, Technical and Adult Education Information System (FVTAEIS) has been in operation since July, 1971 and, as such, is the principal source of management information to the Department of Education concerning Vocational Education. Data submitted through this system is used in combination with data from other reporting systems, such as the Florida Education Finance Program and the Cost Reporting System.

The data gathering requirements involve submitting certain student, course, program, teacher and facility data at the end of each class or fiscal year. Provisions are also made for gathering certain follow-up data after students terminate their program of study and leave school through the Vocational Student Follow-up System. Examples of these forms are on the following pages. The Data Processing Center will furnish the necessary materials, forms and processing as well as providing summary reports, based on the data submitted, to the districts. Flexibility in the design of the system provides for the acceptance of required data either in punch card or magnetic tape format from districts having automated data processing capabilities. This further reduces the duplication of efforts in the districts and the Processing Center. Districts are encouraged to submit their data in machine processable form.

FLORIDA VOCATIONAL, TECHNICAL AND ADULT EDUCATION INFORMATION SYSTEM

PVTAEIS 1-75

FINAL CLASS REPORT

	1 COUNTY	2 SCHOOL	3 INSTRUCTOR CERTIFICATE NO	4 INSTRUCTOR NAME LAST	FIRST	INITIAL	5 ACCREDITATOR COURSE TITLE	6 COURSE NUMBER	7 TAG	8 SERVICE AREA	9 DAYS CLA MEETS

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

10 BEGINNING DATE MON DAY YEAR	11 ENDING DATE MON DAY YEAR	12 BEGINNING TIME	13 ENDING TIME	14 BUILDING	15 ROOM NUMBER	16 ROOM SUFFIX	17 INSTRUCTOR CONTACT HOURS	18 PART	PROJECT	19 PART	PROJECT	20 PART	PROJEC

	STUDENT NAME LAST	FIRST	INITIAL	22 SEX	23 RACE	24 AGE	25 GRADE OR LEVEL	26 DISA HNDCP	27 COMPL	28 OCCUP PROGR CODE	29 STUDENT HOURS	30 STUDENT ADDRESS STREET	CITY	ZIP
01														
02														
03														
04														
05														
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20														

EXHIBIT 1

72

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STATE OF FLORIDA
DEPARTMENT OF EDUCATION
VOCATIONAL EDUCATION FOLLOW-UP SURVEY

CONFIDENTIAL

Student and Vocational Program Information

CONFIDENTIAL

We need your help to collect information for evaluating vocational education programs in Florida. The information we are requesting will be used in improving present programs and in planning new ones. As a former vocational student, your activities and your opinions are among the most valuable input we will receive.

Please take a few minutes and complete the items on both sides of the sheet. The completed form is to be returned in the self-addressed stamped envelope which is enclosed for your convenience. No postage is necessary.

Sincerely,

Joe D. Mills

Joe D. Mills, Director
Division of Vocational Education

EXHIBIT 2

Your Social Security No. ___ ___ ___ ___ ___ ___ ___ ___ ___

THE WORDS, "THIS VOCATIONAL PROGRAM," REFER TO THE PROGRAM NAMED IN THE IDENTIFICATION BLOCK ABOVE. (Mark boxes below to indicate answers.)

1 Since completing or leaving this vocational program, have you been available for employment in the type of work for which the program provided training?

1 ☐ YES (If "YES" continue to question 2)
2 ☐ NO (If "NO" complete Item X)

2 Have you been employed since leaving this vocational program? (Military service is considered employment.)

1 ☐ YES (If "YES" continue to question 3)
2 ☐ NO (If "NO" complete Item X)

3 How would you classify your job? (Please check only one)

1 ☐ One for which you were trained by this vocational program. (Continue to question 4)
2 ☐ Related to Your training in this vocational program (Continue to question 4)
3 ☐ Not related to your training in this vocational program. (Complete Item X)

X. Check the one box below which best explains why you were not available for or not employed in a job related to your training.

1 ☐ I have continued my schooling.
2 ☐ My marital status changed, causing me to forego a new career.
3 ☐ I became disabled and cannot do this type of work.
4 ☐ I became pregnant, causing me to forego a new career.
5 ☐ I was unwilling to move to a new locality to take an available job.
6 ☐ I took the course for personal enrichment, avocational, or recreational purposes only.
7 ☐ Tried, but could not get job in field.
8 ☐ Another job opportunity came along first.
9 ☐ Have not tried to get job.
10 ☐ Other (Explain) _____

4 If you are presently employed full or part-time where do you work?
(PLEASE PRINT COMPLETE ADDRESS)

Name of Firm _____
Street or Box No. _____
City, State and ZIP _____
Name of your immediate Supervisor _____
What is your job? _____

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(PLEASE TURN PAGE)

5. If you are not presently employed but have worked full or part-time since leaving this vocational program, where was your last job? (PLEASE PRINT COMPLETE ADDRESS)

Name of Firm _____
Street or Box No. _____
City, State and ZIP _____
Name of your Immediate Supervisor _____
What was your job? _____

6. Your average weekly pay (before taxes) is (was):

1☐ Under $50 2☐ $50-$74 3☐ $75-$99 4☐ $100-$124 5☐ $124-$149 6☐ $150 or Over

7. May we have permission to contact your employer about your success on the job?

1☐ YES 2☐ NO

8. Who assisted you in securing your first job after leaving this vocational program? (Check all that apply)

1☐ Vocational Teacher, Supervisor or Cooperative Education Coordinator
2☐ Occupational and Placement Specialist
3☐ School Guidance Counselor
4☐ Friend or Relative
5☐ State Employment Agency
6☐ Private Employment Agency
7☐ Other (Specify) _____
8☐ None of the above
9☐ Does not apply. I had the job before leaving this vocational program.

9. How many jobs have you held since leaving this vocational program? _____

10. What are you doing at the present time? (Check ALL appropriate items)

1☐ Working full-time (30 hours or more per week)
2☐ Working part-time (fewer than 30 hours per week)
3☐ Unemployed and looking for work
4☐ Unemployed and not looking for work
5☐ In School (full-time)
6☐ In School (part-time)
7☐ Full-time homemaker
8☐ In Military Service
9☐ Other (Specify) _____

A. Kind of School Program (Check ALL appropriate items)

1☐ Area Vocational-Technical School
2☐ Community Junior College
3☐ University/Four-Year College
4☐ Private Business/Commercial School
5☐ Military Specialist School
6☐ Company Course or School
7☐ Apprentice Related Program
8☐ Correspondence Course
9☐ Other (Specify) _____

B. Is your current school program related to this vocational program?

1☐ YES 2☐ NO

11. Were you on active duty in the armed forces of the U. S. when you completed this vocational program?

1☐ YES 2☐ NO

12. How would you rate the quality of training you received in this vocational program?

1☐ EXCELLENT 2☐ GOOD 3☐ FAIR 4☐ POOR

13. Please list any suggestions for improving this vocational program.

_____
_____
_____
_____
_____

THANK YOU FOR YOUR COOPERATION
PLEASE RETURN THIS FORM IN THE ENCLOSED PRE-ADDRESSED ENVELOPE

COUNTY CODE NO._____

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
EMPLOYER SURVEY

CONFIDENTIAL **CONFIDENTIAL**

Employee's Name_____ Social Security Number __ __ __ __ __ __ __ __ __

To the Evaluator:

Please provide information regarding the employee whose name is listed above. The results of this survey will be used in evaluating the program of vocational education in Florida. The information which we are requesting will be held in strict confidence. Neither you, the employee nor the organization will be identified in the final report of this study.

Please take a few minutes and complete the items on both sides of the sheet. The completed form is to be returned in the self-addressed stamped envelope which is enclosed for your convenience. No postage is necessary.

Sincerely,

Joe D. Mills

Joe D. Mills, Director
Division of Vocational Education

EXHIBIT 3

1. Is the above named person presently in your employ?

   1 _____ yes If yes, go to Question 3.
   2 _____ no

2. If no, was this person ever employed by your organization?

   1 _____ yes
   2 _____ no If no, go to Question 12.

PLEASE RATE THIS EMPLOYEE IN COMPARISON TO PERSONS PERFORMING THE SAME TYPE OF WORK FOR A SIMILAR PERIOD OF TIME.

3. What is the amount of work performed by this person? (Check one answer)

   1 _____ above average
   2 _____ average
   3 _____ below average
   4 _____ very low or insignificant

4. What is the quality of this person's work?

   1 _____ consistently high
   2 _____ generally acceptable
   3 _____ not always acceptable

5. Does this person appear to follow prescribed work procedures correctly?

   1 _____ yes
   2 _____ no
   3 _____ sometimes

6. How does this person adapt himself to different work assignments?

   1 _____ adapts easily
   2 _____ adapts, but with some difficulty
   3 _____ has great difficulty in adapting

(Please turn page.)

7. How much supervision does this person require to perform his job?

1 _____ little or no supervision
2 _____ about the average amount
3 _____ a great deal of supervision

8. How much interest does this person take in his work?

1 _____ a great deal
2 _____ about the average amount
3 _____ little or no interest

9. How does this person react to constructive criticism?

1 _____ reacts positively
2 _____ indifferently
3 _____ reacts negatively

10. Generally, does this person appear to work well with others?

1 _____ yes
2 _____ no

11. Do you feel this person is capable of advancement?

1 _____ yes
2 _____ no

12. Please list any suggestions for improving the program of vocational education in which this person was enrolled.

_____

_____

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THANK YOU FOR YOUR COOPERATION.
PLEASE RETURN THIS FORM IN THE ENCLOSED SELF-ADDRESSED ENVELOPE.

APPENDIX H

Illinois Division of Vocational and Technical Education
Management Information System Data Collection Instruments

SUMMARY OF FINDINGS IN ILLINOIS

A Management Information System (MIS) is currently being developed and implemented for the Illinois Division of Adult, Vocational and Technical Education

The MIS is designed to collect and store information about vocational students, teachers and programs throughout the State in public schools. The system also has files showing the relationships between courses, programs and schools. Other files contain historical data and various code sets. Data concerning projected completions will be collected from non-public institutions at a later date.

The MIS is scheduled to interface with several other systems operated by the Division, including:

- The cost/differential system
- The student follow-up system
- The three-phase evaluation system

It also draws upon the files of the Illinois Secretary of State, Drivers License Division for student addresses to be used in the follow-up system.

The MIS is the central data processing activity for the Division. It operates basically on semi-annual cycles coordinated with local school registration periods. The supply-demand matching function is performed annually in the December-January period, based upon fall enrollments.

Among the other system functions are:

- Consolidation and approval of the annual plans submitted by the LEA's

- Tabulation and reconciliation of enrollment records
- Calculation of applicable reimbursement for vocational education programs at the local level
- Support to the vocational education planning process, through the development and comparison of supply and demand
- Accumulation of data on vocational education teachers to support the Division's training activities
- Accumulation of historical data on students, teachers and programs to be used for a variety of longitudinal studies
- Assimilation of data needed on students to initiate follow-up studies
- Tabulation of certain data for use in preparing the Federal VE - 500 series reports

A more detailed description of the system operation and the format of the data input documents follow on the next pages.

PROCEDURE I - CREATING STUDENT RECORDS IN THE MIS

Purpose:

The purpose of Procedure I is to present a step-by-step method for creating a record in the DVTE Management Information System (MIS) for each vocational student.

By having a record for each vocational student, it will be possible to use the computer to simplify the reporting and reimbursement processes between the Local Education Agency (LEA) and DVTE. Also, planning reports which until now have been impossible to assemble can be provided to the LEA.

What is a student record in the MIS?

A student record can be described as a computerized "file folder" which is established for each student and maintained as long as the student attends a particular attendance center. When the student graduates or transfers out of the attendance center, the "file folder" is transferred to another computer file for appropriate storage, follow-up, deletion, or the like.

How is a student record created in the MIS?

This is done by having each vocational student complete a Student Information Card, or SIC, (DVTE 020). This card is then sent to DVTE's MIS Control Unit which processes the card and stores the information in a computer.

Who should complete a Student Information Card (DVTE 020)?

A SIC must be completed by each vocational student. Once this has been done, another SIC will not be required as long as that student remains in the same attendance center. (Because Area Vocational Centers are reimbursed as separate attendance centers, a particular student may have two active records in the MIS, but this type of duplication can be distinguished by MIS programming.)

The first time your school district participates in the MIS, all vocational students, grades 9-12, must complete this card. After that, only vocational students entering a secondary (grades 9-12) attendance center for the first time should complete this card.

After the end of the Declaration Period each year, only vocational students who transfer into your school district must complete a Student Information Card.

In summary, all vocational students entering a particular attendance center for the first time must complete a SIC, even if they have completed one at their former attendance center. This includes incoming students from another district, or students transferring from one attendance center to another within the same district.

For example, students leaving the 9th grade in a junior high building to begin the 10th grade in a senior high building will have to complete a new card.

Note: If you wish, all secondary (grades 9-12) students may complete a SIC. Most students take at least one vocational course while attending high school and would be required to complete this card at some point in time. The advantage in having all students on the system is that you will not need to compile a list each semester of students taking their first vocational course for whom SIC must be submitted. The completion of the SIC can become a routine part of your regular registration process for all new, incoming students.

When must the SIC be completed?

Each vocational student should complete a SIC prior to or at the beginning of the first semester a vocational course is taken, hereinafter referred to as the "Declaration Period." The best time and method for doing this will have to be established by each LDC to fit in with the local district's make-up. However, the Declaration Period must be completed by the end of the third full week of school.

Districts participating in the MIS for the first time probably will have a Declaration Period at the beginning of the school year.

Once your district has participated in the MIS, the Declaration Period can be set as a part of the regular orientation/registration process for new students transferring from another school district or changing attendance centers within your district.

It is important to remember that once the Declaration Period has been completed and the SICs shipped to DVTE for processing, each vocational student who subsequently transfers into an attendance center must complete a SIC. This could be made a regular part of your registration process for students who transfer into your district while school is in session.

What is the Declaration Period?

One response block on the SIC asks students to indicate the vocational program they are pursuing. Any student who intends to complete a specific vocational program will have the opportunity to "declare" this program on the card. The Declaration Period should be viewed by the district as a counseling activity during which the student can be oriented to the different vocational programs available and which sequence(s) of courses they may need to take to complete a program. It is suggested that the process of completing a SIC be part of a meeting between the student and a counselor, during which the student can more fully explore his/her vocational interests in relation to the programs and course sequence(s) available. At the same time, the counselor can assist the student in completing the SIC accurately.

Note: Districts participating in the MIS for the first time may have too many students and too little time for one-on-one SIC completion. Some method for group completion will have to be established which fits the district's make-up. Even so, it would be desirable for these group sessions to be primarily counseling activities in nature.

Overview of Procedure I:

As Local Data Coordinator (LDC), you will be involved in the following activities during Procedure I:

1. Determine the scheduling of the Declaration Period.
2. Determine which students need to complete a Student Information Card (SIC).
3. Administer the card completion activity.
4. Send the completed SIC deck to DVTE.

STUDENT INFORMATION CARD

INSTRUCTIONS:
Please complete this card, front and back.

Management Information System

FORM: DVTE **020**
REVISED 6/75

1. STUDENT'S LAST NAME | FIRST NAME | MIDDLE INITIAL

FRONT

2. STUDENT'S SOCIAL SECURITY NUMBER — —

3. DATE OF BIRTH
Month | Day | Year

4. SEX
○ Male
○ Female

5. VETERAN
○ Yes
○ No

6. ATTENDANCE CENTER NUMBER —

7. STUDENT'S CURRENT GRADE LEVEL

HIGH SCHOOL	○ 9TH	○ 11TH
	○ 10TH	○ 12TH
COLLEGE	○ FRESHMAN	○ OTHER
	○ SOPHOMORE	
ADULT	○ PREPARATORY	○ APPRENTICESHIP
	○ SUPPLEMENTAL	

8. DECLARED VOCATIONAL PROGRAM

I M P O R T A N T

Please do not complete this "BLOCK" until further instructions on how to fill it in are provided. (Note: A Vocational Program is a series of vocational courses that provide training for entrance into the labor market.

BACK

PROCEDURE III: RECORDING COURSE/SECTION ENROLLMENT

Purpose:

The purpose of Procedure III is to present a step-by-step method for recording vocational course enrollment data for each student in the MIS. This is accomplished by having each vocational student complete a Course/Section Enrollment Card, or CEC, (DVTE 021) in each vocational class they attend. The data collected on this card is used to compute the local district's annual vocational reimbursement, to complete various local, state, and federal reports, and to provide data for the many student supply reports that come out of the MIS for local planning.

Two other cards are used in Procedure III:

1. A Course/Section Header Card, or CHC, (DVTE 022) is completed by the teacher for each vocational course taught. This card is used as a "header" or identifying card at the front of the set of CECs completed by the students in that class.

2. An Attendance Center Header Card, or AHC, (DVTE 023) is completed by the Local Data Coordinator for each of the district's attendance centers participating in the MIS. This card "heads" or identifies the deck of course/section cards for each attendance center.

It is important that these cards be completed accurately. Any erroneous or missing data will have to be manually corrected on the reports that DVTE sends back to the district for validation. Care should be taken and local procedures developed to attain the greatest possible accuracy. Time spent in doing this will pay off later. Past experience has shown that the greatest percentage of errors result when the computer cannot match a student's identifying data with his/her master record because the CEC's name, date of birth, or social security number was different from what was submitted earlier on the Student Information Card.

Who should complete a Course/Section Enrollment Card?

Each student in each approved vocational course should complete a Course/Section Enrollment Card.

How should the CEC be administered?

The CECs are administered during a scheduled "Enrollment Period" to be established by the LDC. Because the vocational teachers administer the CEC in their classrooms, it is important that they be aware of the district's administrative support for this activity. Good rapport and a positive attitude have beneficially affected past CEC data collection activities. If teachers view this as just another "chore" added to their duties, accuracy will suffer.

Therefore, it is important that teachers be given an inservice session prior to the Enrollment Period.

The Inservice Session:

During the week prior to the Enrollment Period, meet with the vocational teachers and present the MIS and its goals (to build a student-based data system which will improve reimbursement and reporting processes and provide realistic planning and counseling data back to the schools, assist the district in conducting a local follow-up, etc.) Hand out the Teacher Instructions provided by DVTE and review the activities in Procedure III that pertain to them. At this time, you may wish to identify the course/section number for each vocational class (see Procedure III, Activity 3.b.).

Discuss the importance of accuracy and where the Student Master Listings (VE-028, etc.) will be located for teachers to get data needed to finish any incomplete cards. Emphasize that a CEC must be completed by all students enrolled in each class during the Enrollment Period before the Course/Section Enrollment sets can be returned to you.

When should the Enrollment Period be scheduled?

Procedure III should take place each semester, including the summer session, at mid-term (the same time course enrollment data has been collected and reported to DVTE for reimbursement). The amount of time allotted for the Enrollment Period should not exceed two weeks.

The Enrollment Period for each semester will be scheduled in advance by each district and confirmed by memorandum from the MIS Control Unit.

A suggested schedule of activities follows:

Sometime during the week prior to the Enrollment Period:

LDC meets with vocational teachers for inservice.

Friday before start of Enrollment Period:

LDC prepares materials for distribution.

Monday, (first week):

LDC distributes cards and Teacher Instructions to teachers of approved vocational courses.

Tuesday through Thursday (first week):

Teachers administer Course/Section Enrollment Cards (DVTE 021) and complete Course/Section Header Cards (DVTE 022). Cards are returned to LDC by the end of the working day on Thursday.

Friday (first week) through Thursday (second week):

LDC reviews the Course/Section decks for absentees and accuracy.

Thursday or Friday (second week):

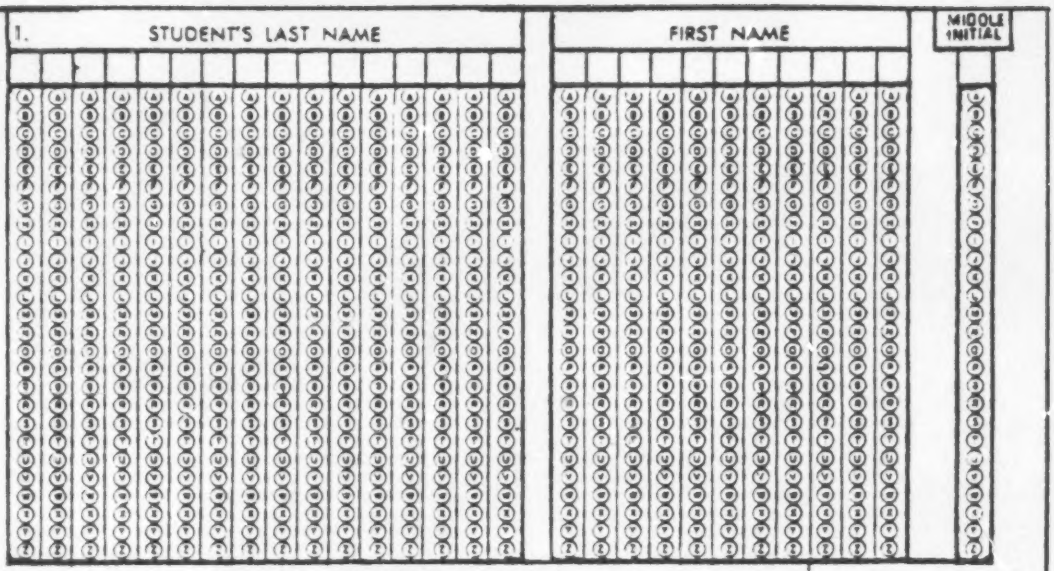
LDC mails Enrollment Decks to the MIS Control Unit.

COURSE/ SECTION ENROLLMENT CARD

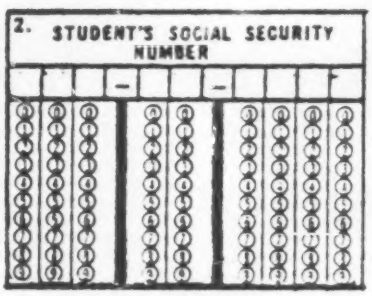
INSTRUCTIONS:
Please complete this card, front and back.

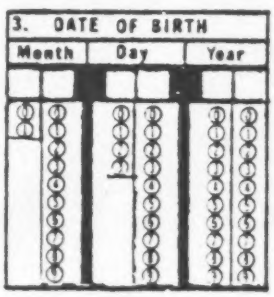
Management Information System

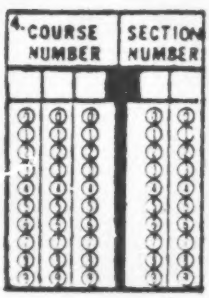
FORM: DVTE **021**
REVISED 6/75

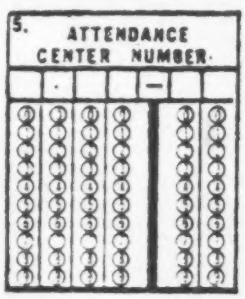


FRONT









BACK

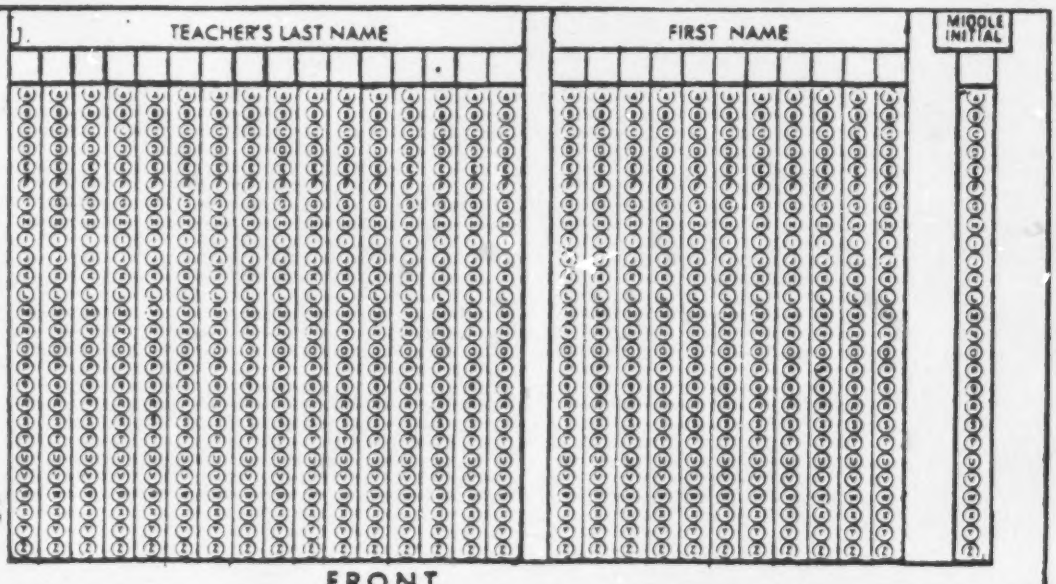
COURSE/ SECTION HEADER CARD

INSTRUCTIONS:

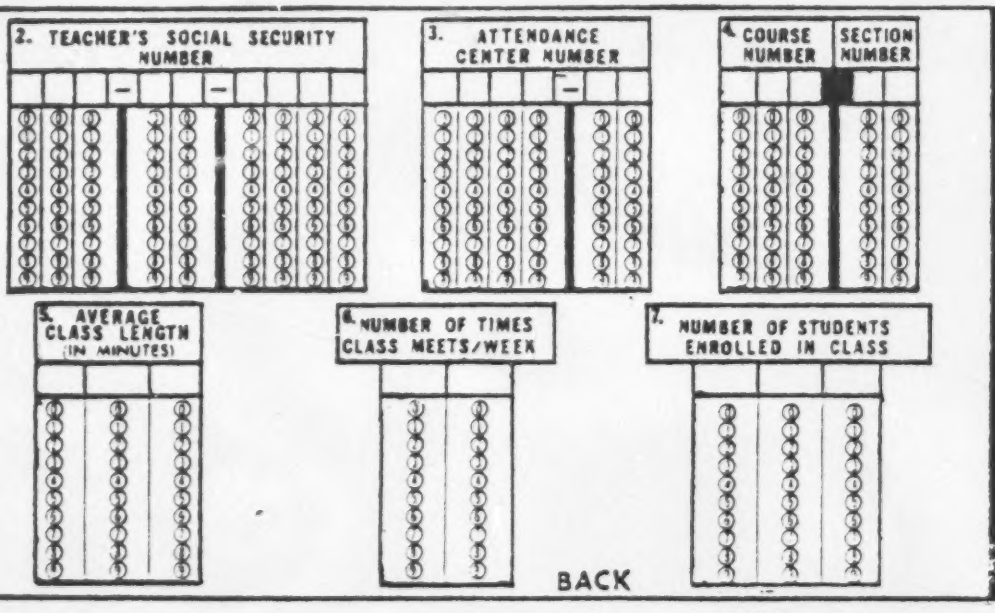
Please complete this card, front and back, except for block 8.

Management Information System

FORM: DVTE **022**
REVISED 6/75



FRONT


2. TEACHER'S SOCIAL SECURITY NUMBER
3. ATTENDANCE CENTER NUMBER
4. COURSE NUMBER
SECTION NUMBER
5. AVERAGE CLASS LENGTH (IN MINUTES)
6. NUMBER OF TIMES CLASS MEETS/WEEK
7. NUMBER OF STUDENTS ENROLLED IN CLASS

BACK

This Section To Be Completed By The Local Data Coordinator

NUMBER OF COURSE ENROLLMENT CARDS SUBMITTED TO DVTE FOR THIS CLASS

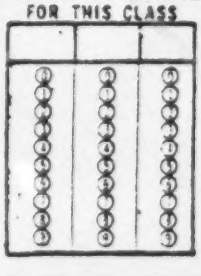
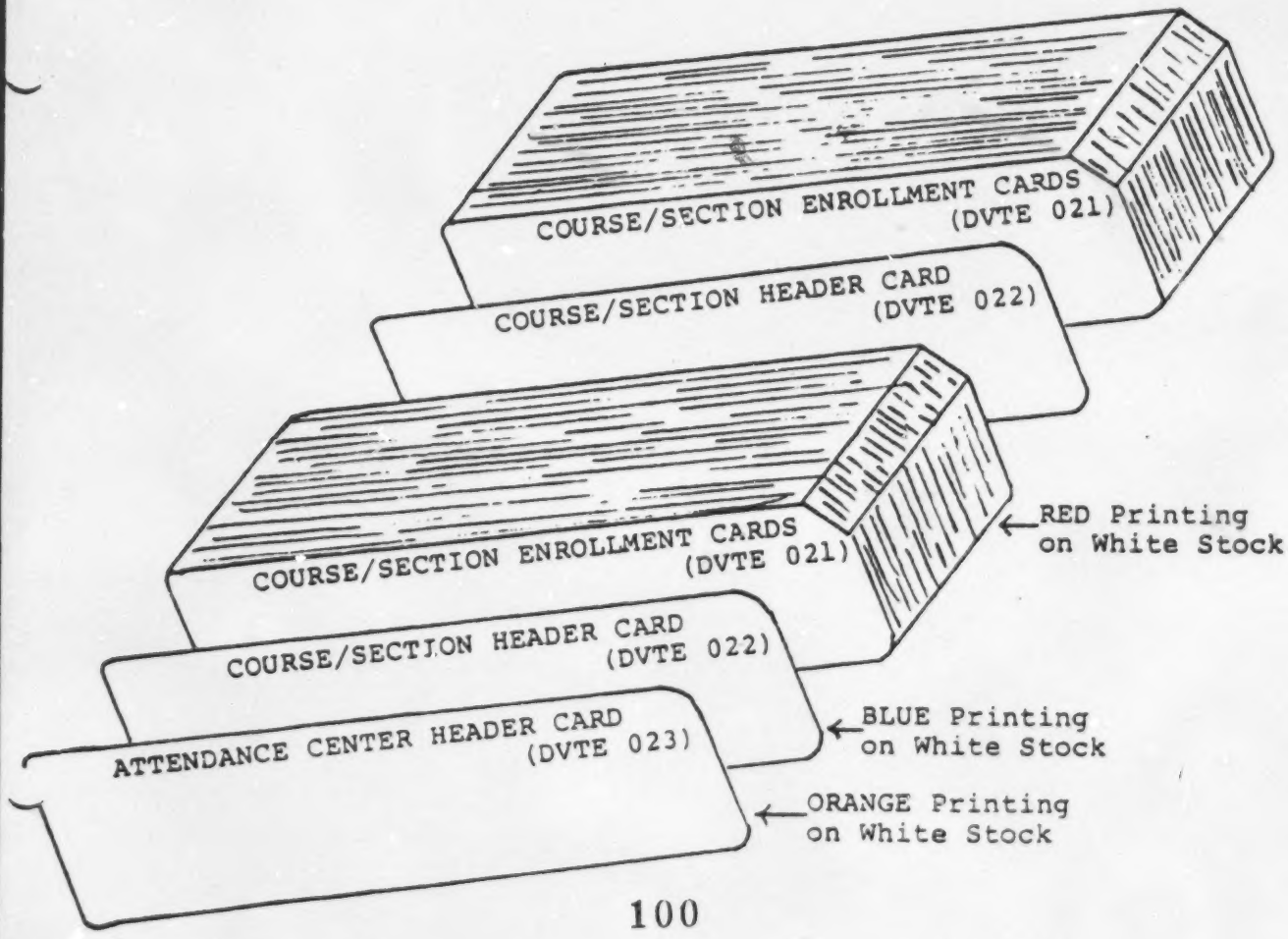


EXHIBIT H

ILLUSTRATION OF THE ENROLLMENT DECK

Note: 1. There must be a complete Enrollment Deck with a separate Attendance Center Header Card (DVTE 023) for each attendance center.

2. Student Information Cards (DVTE 020) may be shipped with Enrollment Decks. Organize SICs into one set of cards and insert ahead of the Enrollment Deck in the mailing box or package.


COURSE/SECTION ENROLLMENT CARDS (DVTE 021)
COURSE/SECTION HEADER CARD (DVTE 022)
COURSE/SECTION ENROLLMENT CARDS (DVTE 021)
RED Printing on White Stock
COURSE/SECTION HEADER CARD (DVTE 022)
ATTENDANCE CENTER HEADER CARD (DVTE 023)
BLUE Printing on White Stock
ORANGE Printing on White Stock

100

ENROLLMENT WORKSHEET

Teacher: _____ Course Name: _____

Attendance Center Number: _____ Course Number: _____ Section Number: _____

TO THE TEACHER: Refer to your set of Teacher Instructions to complete the following activities.

1. Administer a Course/Section Enrollment Card (DVTE 021) to each student enrolled in this class on: _____
(Day of Week, Date)

2. List in the absentee section below only students who do not complete a CEC on this day.

3. As absentee students return to your class, have them complete a CEC and cross their name(s) off the absentee list.

4. The last day of the Enrollment Period is _____.
(Day of Week, Date)

On this day:
Complete CEC(s) for any students who have not returned to class. Complete a Course/Section Header Card (DVTE 022) and put it in front of this class set of cards.

Wrap this Enrollment Worksheet around the set and return it by the end of the work day to the following location: _____.

ABSENTEES:

_____ _____
_____ _____
_____ _____
_____ _____

If you have any questions, contact:

LDC Name: _____ Telephone: _____

Location: _____

EVALUATION OF EMPLOYEE'S HIGH SCHOOL PREPARATION FOR EMPLOYMENT

TO THE EMPLOYER
OR SUPERVISOR OF:

Employee's Name

INSTRUCTIONS

IMPORTANT - - USE A SOFT BLACK LEAD PENCIL ONLY (No. 2). BLACKEN COMPLETELY THE BOX THAT CORRESPONDS TO YOUR RESPONSE TO THE ITEM. THE MARK MUST COMPLETELY FILL THE BOX. ERASE COMPLETELY ANY MARK YOU WISH TO CHANGE.

1. IN WHAT CAPACITY ARE YOU RELATED TO THE EMPLOYEE NAMED ABOVE? *(Mark only ONE.)*

   Employer Supervisor Other _____ (Write in)

2. WHAT IS THE TITLE OF THE JOB FOR WHICH THIS EMPLOYEE IS HIRED? _____ (Write in)

3. IN THE FOLLOWING ASPECTS OF EMPLOYMENT, HOW WELL PREPARED WAS THE EMPLOYEE PREVIOUSLY NAMED FOR THE JOB FOR WHICH HIRED?

   PP = POORLY PREPARED
   SP = SOMEWHAT PREPARED
   P = PREPARED
   WP = WELL PREPARED
   NA = NOT APPLICABLE

PP	SP	P	WP	NA	
					1. Job know-now, application of technical knowledge and skill
					2. Use of tools and equipment
					3. Selection and care of space, materials, and supplies
					4. Quality of work, ability to meet quality demands
					5. Quantity of work, output of satisfactory amount
					6. Cooperativeness, ability to work with others
					7. Accepting advice and supervision
					8. Dependability, thorough completion of a job without supervision
					9. Initiative, doing jobs that need doing
					10. Attendance, reporting for work regularly
					11. Appearance, presenting a business image
					12. Adaptable to new situations
					13. Being able to talk to the boss about job related problems
					14. Serving the public, patient, etc.
					15. Safety habits, minimizing chance for accidents
PP	SP	P	WP	NA	

4. HOW WOULD YOU RATE THE SUITABILITY OF THE EMPLOYEE NAMED ABOVE FOR THE KIND OF JOB HELD?

   1. Exceptionally able
   2. Well
   3. Acceptable
   4. Poorly
   5. Not at all

5. BELOW IS A LIST OF PERSONAL QUALITIES AND JOB SKILLS. FROM THE LIST OF TEN FACTORS CHOOSE THE THREE YOU CONSIDER MOST IMPORTANT FOR A PERSON ENTERING THE JOB HELD BY THE EMPLOYEE NAMED ABOVE.

   1. Competency in using job tools, machines and materials
   2. Accuracy, quality and thoroughness
   3. Ability to meet quantity demands
   4. Judgment - - ability to make decisions, ability to plan; organize
   5. Ability to get along with others - - other workers, customers, patients
   6. Initiative, does jobs that need doing
   7. Positive attitude toward work
   8. Appearance and grooming
   9. Dependability, can be relied on to do it and do it well
   10. Attendance and punctuality

USE THE BACK OF THIS SHEET FOR ANY COMMENTS OR SUGGESTIONS YOU HAVE CONCERNING HIGH SCHOOL OCCUPATIONAL TRAINING.

RETURN TO: ILLINOIS FOLLOWUP SYSTEM
B-6 STUDENT SERVICES BUILDING
EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

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A FOLLOWUP SURVEY OF FORMER OCCUPATIONAL STUDENTS

WHERE THE WORDS "OCCUPATIONAL PROGRAM(S)" APPEAR, THEY MEAN THE OCCUPATIONAL PROGRAM(S) NAMED TO THE LEFT.

IS YOUR NAME AND ADDRESS CORRECT AS PRINTED?

YES NO (PRINT CORRECTIONS BELOW)

Name

Present Address

City State Zip

USE A NO. 2 PENCIL ONLY

PART I - SINCE HIGH SCHOOL

BLACKEN ONLY ONE BOX FOR EACH OF THE FOLLOWING QUESTIONS.

1. WHICH ONE OF THE FOLLOWING WAS YOUR MAIN REASON FOR LEAVING HIGH SCHOOL? *(Mark only ONE reason)*
   - Graduated
   - Went to work
   - Didn't like school
   - Personal reasons
   - Entered another school or training program

2. OF THE ELEVEN CHOICES BELOW, WHICH ONE BEST DESCRIBES WHAT YOU ARE DOING NOW? *(Mark only ONE of the eleven)*

   IN THE LABOR FORCE ONLY
   - Employed full-time (35 hours or more a week)
   - Employed part-time (less than 35 hours a week)

   GO TO SCHOOL AND WORK
   - Work part-time and go to school part-time
   - Work full-time and go to school part-time
   - Work full-time and go to school full-time
   - Full-time student and work part-time

   NOT IN THE LABOR FORCE
   - Full-time student
   - Full-time homemaker and/or mother
   - Unemployed but actively seeking a job
   - Unemployed; not seeking a job
   - Military service

3. IF YOU WORK PART-TIME, WHICH IS THE REASON WHY? *(Mark only ONE)*
   - That's all I care to work
   - That's all I can get
   - Temporary work while in school or summer job

- - INSTRUCTIONS - -

IMPORTANT - - USE A NO. 2 PENCIL ONLY

1. WHICH ONE OF THE FOLLOWING WAS YOUR MAIN REASON FOR LEAVING HIGH SCHOOL? *(Mark only ONE reason)*

SAMPLE:
- Graduated
- Went to work
- Didn't like school
- Personal reasons
- Entered another school or training program

4. HOW LONG DID IT TAKE YOU TO FIND YOUR FIRST JOB AFTER LEAVING HIGH SCHOOL? *(Mark only ONE)*
   - Already had a job
   - Less than one month
   - One to three months
   - Three to six months
   - Over six months
   - No job since leaving high school

5. IF YOU'VE HAD MORE THAN ONE JOB SINCE HIGH SCHOOL, WHICH IS THE ONE BEST REASON FOR EACH JOB CHANGE? *(Mark ONE for each job held)*

REASON FOR LEAVING	FIRST JOB	SECOND JOB	THIRD JOB	FOURTH JOB
Took a better job	1	1	1	1
Temporary job ended	2	2	2	2
Laid off	3	3	3	3
Disliked the work	4	4	4	4
Disliked the people	5	5	5	5
Disliked the hours	6	6	6	6
Pay too low	7	7	7	7
Family reasons	8	8	8	8
Got married	9	9	9	9
Military service	10	10	10	10
Entered school	11	11	11	11
Moved away	12	12	12	12
Health problem	13	13	13	13
Too far to drive	14	14	14	14

6. IF YOU'VE NEVER HAD A JOB SINCE HIGH SCHOOL, BLACKEN THE BOX BEFORE THE REASON WHY. *(Mark only ONE reason)*
   - In school
   - Don't want a job
   - Can't find a job
   - Can't get into the union
   - Full-time homemaker/mother
   - Can't make enough money
   - Poor health
   - In the military service

USE A NO. 2 PENCIL ONLY

PART II YOUR PRESENT JOB

IF YOU HAVE A PAID JOB NOW, ANSWER THE FOLLOWING.

Supervisor's Name

Name of Business or Company

Business Address

City 1A. State Zip Code

7. ON PAGE [redacted] THERE ARE ELEVEN MAJOR JOB CATEGORIES LISTED. IN EACH CATEGORY, THERE ARE SEVERAL JOB TITLES LISTED. FIND THE CATEGORY IN WHICH YOUR PRESENT JOB FITS AND SELECT THE JOB TITLE THAT BEST DESCRIBES YOUR JOB. WRITE THE NUMBER THAT IS IN FRONT OF THAT JOB TITLE IN THE BOXES AT THE TOP OF THE COLUMNS ON THE RIGHT. BLACKEN THE NUMBER BOX THAT CORRESPONDS TO THE NUMBER YOU HAVE WRITTEN AT THE TOP OF EACH COLUMN. IF THERE IS NOT A JOB TITLE THAT COMES CLOSE TO YOUR JOB TITLE, WRITE YOUR JOB TITLE IN THE "OTHER" BLANK UNDER THE CATEGORY THAT APPLIES AND USE THAT NUMBER. *(Select only ONE job title)*

8. HOW WELL DO YOU LIKE YOUR PRESENT JOB? *(Mark only ONE)*

1. I like it very much
2. I like it
3. It's OK
4. I don't like it
5. It's awful

9. BELOW IS A LIST OF TEN JOB ASPECTS. HOW SATISFIED ARE YOU WITH EACH OF THESE ASPECTS IN YOUR PRESENT JOB? SOME MAY NOT APPLY TO YOUR JOB. *(Mark ONE box FOR EACH aspect listed)*

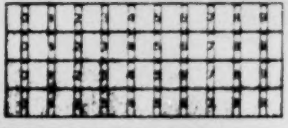
S = You're SATISFIED with this aspect of your present job
? = You're NOT SURE if you are satisfied or dissatisfied with this aspect of your job
D = You're DISSATISFIED with this aspect
NA = This is NOT APPLICABLE to your job (does not apply)

S ? D NA

1. Nature of work
2. Job duties
3. Clients, patients, customers, etc.
4. Pay
5. Fellow workers
6. The boss
7. Job security
8. Possibilities for promotion
9. The hours
10. Working conditions (heating, lighting, cleanliness, etc.)

S ? D NA

FOR OFFICE USE ONLY



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PART III
YOUR HIGH SCHOOL OCCUPATIONAL TRAINING

10. WHY DID YOU SELECT THE OCCUPATIONAL PROGRAM(S) YOU TOOK IN HIGH SCHOOL? *(Mark only ONE reason)*

1. I took it for personal use
2. I was interested in getting that kind of job after high school
3. I needed it for my after high school education or training
4. The school didn't have the training I really wanted and this was the next best thing
5. I wanted to earn some money and/or get out of school early
6. Parents, guardian, or other family member advised me to take it
7. School counselor recommended I take it
8. Teacher recommended I take it
9. Another student or a friend recommended it
10. A businessman recommended I take it

11. BELOW IS A LIST OF SOURCES OF INFORMATION ABOUT JOBS. HOW HELPFUL WAS EACH IN PROVIDING YOU WITH JOB INFORMATION? *(Mark ONE box FOR EACH source listed)*

H = A HELPFUL source of job information
? = NOT SURE if this source was helpful
U = A USELESS source of job information
NP = This source was NOT PRESENT in my high school

H ? U NP

1. Library materials about jobs
2. Counseling and guidance programs
3. Individual courses you took
4. Career day/night/week programs
5. Speakers about different jobs
6. Interviewing business people, workers, etc., about jobs
7. Field trips
8. Films, slides, etc., about jobs

H ? U NP

12. WHICH OF THE FOLLOWING WOULD IMPROVE THE OCCUPATIONAL PROGRAM YOU TOOK IN HIGH SCHOOL? *(Mark as many as apply)*

1. Training should include how to: get along with other workers, the boss, the customer; get into the union; take license exams; file income tax; dress for the job; etc.
2. More help should be given to students in learning what kinds of jobs they might get, what courses to take, what additional schooling they might need
3. More help in getting a job after high school
4. Training should prepare you for several jobs
5. Training should prepare you for one job rather than for several
6. Offer a greater selection of training programs
7. Teachers should know more about the jobs they're teaching
8. Training needs to be more like the real job
9. Greater variety of classroom activities (field trips, etc.)
10. No improvements needed.
11. Other (Use the space provided on page 3 for other)

13. WOULD YOU RECOMMEND THIS OCCUPATIONAL PROGRAM TO OTHERS?

1. Yes 2. No

USE A NO. 2 PENCIL ONLY

FOR OFFICE USE ONLY

IF YOU HAVE A JOB NOW OR HAVE HAD A JOB AT ANY TIME SINCE HIGH SCHOOL, ANSWER QUESTIONS 14 AND 15.

14. IN GENERAL, HOW MUCH HELP WAS YOUR HIGH SCHOOL OCCUPATIONAL PROGRAM IN PREPARING YOU FOR:

N = NO HELP
S = SOME HELP
H = HELPFUL
V = VERY HELPFUL
NA = NOT APPLICABLE (does not apply)

	N	S	H	V	NA
1. Knowing how to use job tools and equipment?					
2. Knowing what to do in this kind of job?					
3. Using time and energy?					
4. Finding needed information?					
5. Being able to talk to the boss about job problems?					
6. Getting along with customers, clients, patients, etc.?					
7. Getting along with other workers?					
8. Understanding union membership?					
9. Handling new or unpleasant situations?					
10. Applying for a job?					
11. Interviewing for a job?					

15. WHAT WAS HARDEST FOR YOU TO LEARN WHEN YOU FIRST BEGAN WORKING? *(Mark only ONE)*

1. Learning where things were located, the routine, how machines operated, job terminology, etc.
2. Performing certain job tasks
3. Speed
4. Getting along with the public (patients, customers)
5. Working with fellow workers
6. Patience, courtesy, initiative, self-control
7. Making decisions
8. Managing my time efficiently
9. Learning to do things the bosses' way
10. Self-confidence, overcoming nervousness
11. Nothing
12. Everything

PART IV - EDUCATION SINCE HIGH SCHOOL

IF YOU HAVE ENROLLED IN ADDITIONAL EDUCATION OR TRAINING SINCE LEAVING HIGH SCHOOL, ANSWER THE FOLLOWING QUESTIONS.

16. WHAT ADDITIONAL EDUCATION OR TRAINING HAVE YOU ENROLLED IN SINCE HIGH SCHOOL?

1. Community or junior college
2. Four year college/university
3. A trade or technical school
4. A business school
5. A nursing school
6. An apprenticeship program
7. A school or training program sponsored by your employer
8. Continuing education

17. ARE YOU NOW OR WILL YOU STILL BE ATTENDING THE SCHOOL YOU MARKED IN QUESTION 16?

1 Yes 2 No

IF YOU ANSWERED NO DID YOU COMPLETE THE PROGRAM YOU WERE ENROLLED IN?

1 Yes 2 No

18. WILL YOU BE TRANSFERRING TO ANOTHER SCHOOL?

1 Yes 2 No

19. WHICH ONE OF THE FOLLOWING AREAS IS YOUR MAJOR FIELD? *(Mark only ONE)*

1. Agri-Business and Natural Resources Occupations
2. Business and Office Occupations (includes Data Processing)
3. Communications and Media Occupations
4. Construction Occupations (includes Architecture)
5. Consumer and Homemaking Occupations
6. Environmental Occupations
7. Fine Arts and Humanities Occupations
8. Health Occupations
9. Hospitality and Recreational Occupations
10. Manufacturing Occupations
11. Marine Science Occupations
12. Marketing and Distribution Occupations
13. Personal Service Occupations (includes all teachers)
14. Public Service Occupations
15. Transportation Occupations

ADDITIONAL COMMENTS:

Return to: ILLINOIS FOLLOWUP SYSTEM
B-6 STUDENT SERVICES BUILDING
EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS 61920

APPENDIX I

Tennessee Management Information System Data Collection Instruments

SUMMARY OF FINDINGS IN TENNESSEE

In Tennessee, the State Division of Vocational-Technical Education has contracted with the College of Education at the University of Tennessee to handle the function of the Research Coordinating Unit. In this role, the University of Tennessee distributes all the necessary forms to school districts on enrollment and follow-up data. The RCV also provides computer print-out summary reports back to the schools and to the state for federal reprinting.

Enrollment data is obtained from all vocational-technical programs at all levels which are contracted between districts and the state. This includes contracted industrial arts programs. Vocational programs in districts not contracted with that school system, such as community colleges and area vocational schools, are not reported in this system.

Annually, studies are conducted by the Tennessee Research Coordinating Unit to determine the Educational, Program, and Employment Status of Tennessee students enrolled in vocational education programs. Specifically, follow-up studies are directed toward the previous year's enrollees in an effort to provide reporting data for the U. S. Office of Education and to determine the number of program completers and their employability. One such study, termed the "Teacher-Based Student Follow-up", administered annually is specifically designed to collect data from individual vocational education teachers regarding the status of each student enrolled in his/her course during the last school year. Each teacher receives a computer readable form which contains a listing of last year's students. The teacher is then

instructed to provide the necessary follow-up data on each student.

Samples of the data gathering instuments are included on the following pages.

NAME OF EMPLOYER

ADDRESS OF EMPLOYER

DIRECTIONS FOR MARKING ANSWERS

- Use black lead pencils (No. 2½ or softer).
- Make heavy black marks that fill circle completely.
- Erase clearly any answer you wish to change.
- Make no stray marks on this sheet.

INCORRECT ✓ ⊗ ○ | CORRECT ● ● ●

SOCIAL SECURITY NO.

STUDENT I.D

I. THIS SECTION FOR EVERYONE

1. Was this vocational program identified in the heavy box above your first, second, or third choice at the time you enrolled? (Mark one)
   - First choice ○
   - Second choice ○
   - Third choice ○

   If it was not your first choice, why didn't you enroll in the program you wanted?
   - Courses were filled ○
   - It was not offered at my school ○
   - I didn't have the requirements ○
   - Other (Please specify below) ○

   _____

2. Were you ever placed on a waiting list to enroll in a vocational program of your choice?
   - Yes ○
   - No ○

3. Did you complete the vocational program identified in the box above?
   - Yes ○
   - No ○

   If "No", please indicate the reason(s) for terminating the program before completion.
   - Change of occupational objective ○
   - Work on a job ○
   - Financial reasons ○
   - Marriage ○
   - Dislike for the school ○
   - Transfer to another school district ○
   - Poor health ○

4. Are you planning to enroll for more vocational or technical education within the next two years?
   - ○ Yes
   - ○ No

   If "Yes", please specify the field(s) in which you want further vocational education (Mark all that apply)
   - ○ Vocational agriculture education
   - ○ Distributive education
   - ○ Health education
   - ○ Home economics education
   - ○ Office or business education
   - ○ Technical education
   - ○ Trade and industrial education

5. Please rate the following services of your school by marking one of the circles in each case.

Very Good	Average	Poor	
○	○	○	Vocational instruction
○	○	○	All other instruction
○	○	○	Voc. shop or laboratory
○	○	○	Guidance and counseling
○	○	○	Job placement

II. THIS SECTION FOR THOSE NOW WORKING ON A JOB.

6. After leaving school, how much time did you spend looking for your first job?
   - ○ Had the job before leaving school
   - ○ Looked for two weeks or less
   - ○ Looked for three to four weeks
   - ○ Looked for one to two months
   - ○ Looked for more than two months

7. Who helped you get your first job? (Mark all that apply)
   - ○ Vocational teacher
   - ○ School job placement service
   - ○ Other school personnel
   - ○ State employment agency
   - ○ Private employment agency
   - ○ Relatives and friends
   - ○ Other (Please specify below)

   _____

8. How many jobs - including the one you now have - have you had since leaving school?
   - ○ One
   - ○ Two
   - ○ Three
   - ○ Four
   - ○ Five
   - ○ Six or more

9. How many hours per week do you usually work on your present job? (Mark number of hours)

NCS Trans-Optic F2672-54321

Please fold on this line → ← DO NOT TEAR

Please fold on this line ⟶ ⟵ DO NOT TEAR.

TENNESSEE RESEARCH COORDINATING UNIT – 909 MOUNTCASTLE, KNOXVILLE, TENNESSEE 37916
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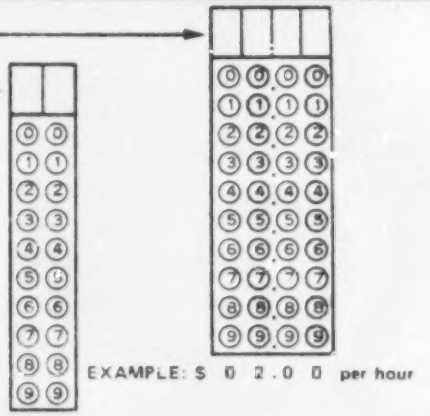
SECTION II Continued

10. What is the wage rate per hour of your present job excluding overtime?

Note: If you are paid weekly, bi-weekly or monthly, please divide your salary by the number of hours in your pay period.

11. How far is your place at work from your present residence? (Mark number of miles)



12. If you are currently working less than 35 hours per week, please mark the reason(s) for doing so.

- Cannot find full-time job ○
- Full-time work week less than 35 hours ○
- Temporary cut-back by the employer ○
- Enrolled in school or college ○
- Do not want full-time work ○
- Other (Please specify below) ○

13. Which of the following statements best describes the relationship between your present job and the training program in question one? (Mark one)

- Job same for which trained ○
- Job highly related to the training ○
- Job only slightly related to the training ○
- Job not related to the training ○

14. Have you moved away from where you were trained?

- Yes ○
- No ○

15. How do you feel about your present job?

- Like it very much ○
- Like it somewhat ○
- Neither like nor dislike it ○
- Dislike it somewhat ○
- Dislike it very much ○

16. How often on your present job do you use the knowledge and skill acquired from your training?

- Frequently (use most of the time) ○
- Occasionally (use only some times) ○
- Seldom (use only rarely) ○
- Never (never use it) ○

III. THIS SECTION FOR EVERYONE

17. What is your present status? (Mark only one)

- ○ Employed
- ○ Not employed
- ○ Employed and attending school
- ○ Attending school or college

18. Why did you enroll in a vocational program?

- ○ To get a job
- ○ To upgrade my job skills
- ○ For a hobby
- ○ For other high school credit
- ○ Other (please specify below)

IV. THIS SECTION FOR THOSE NOW ENROLLED IN SCHOOL OR COLLEGE

19. What is the type of institution in which you are presently enrolled? (Mark one)

- ○ Vocational high school
- ○ Public high school
- ○ Two year junior or community college
- ○ Public post-secondary technical institute
- ○ Four year college or university
- ○ Private vocational or business school
- ○ Area vocational school
- ○ Other

20. How related is your present educational program to the vocational course you took in high school?

- ○ Same field
- ○ Highly related
- ○ Only slightly related
- ○ Not related

V. THIS SECTION FOR THOSE NOT NOW WORKING

21. Are you looking for a job?

○ Yes ○ No

22. If "Yes" how long have you been looking?

- ○ Less than a month
- ○ More than one but less than two months
- ○ More than two months

23. What have you done most recently to look for a job? (Mark all that apply)

- ○ Checked with school placement service
- ○ Checked with public/private emp. agency
- ○ Checked directly with employers
- ○ Checked with friends or relatives
- ○ Placed or answered newspaper ads
- ○ Other

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1 TEACHER SOCIAL SECURITY NUMBER

2 SCHOOL CODE NUMBER

4 7 8 2 1 0 0 8 0

3 TEACHING CERTIFICATE NUMBER / **EXPIRATION DATE**

4 MARK THE CIRCLE OF THE CODE NUMBER OF EACH AREA YOU ARE CERTIFIED TO TEACH.

01 ○	26 ○	49 ○	76 ○
02 ○	27 ○	50 ○	77 ○
06 ○	28 ○	51 ○	78 ○
07 ○	29 ○	52 ○	79 ○
08 ○	30 ○	53-57 ○	80 ○
09 ○	31 ○	58 ○	81 ○
10 ○	32 ○	59 ○	82 ○
11 ○	33 ○	60 ○	83 ○
12 ○	34 ○	61 ○	84 ○
13 ○	35 ○	62 ○	85 ○
14 ○	36 ○	63 ○	86 ○
15 ○	37 ○	64 ○	87 ○
16 ○	38 ○	65 ○	88 ○
17 ○	39 ○	66 ○	89 ○
18 ○	40 ○	67 ○	90 ○
19 ○	41 ○	68 ○	91 ○
20 ○	42 ○	69 ○	92 ○
21 ○	43 ○	70 ○	93 ○
22 ○	44 ○	71 ○	94 ○
23 ○	45 ○	72 ○	96 ○
24 ○	46 ○	73 ○	96 ○
25 ○	47 ○	74 ○	97 ○
	48 ○	75 ○	98 ○

11 USOE CODE NUMBER (1)

12 USOE CODE NUMBER (2)

13 SEX: Female ○ Male ○

14 RACE:
- Caucasian ○
- Black ○
- American Indian ○
- Asian American ○
- Spanish American ○
- Other ○

15 BIRTH DATE

MONTH	DAY	YEAR

16 YEARS EMPLOYED IN EDUC.
- 1 year ○
- 2 years ○
- 3 years ○
- 4 years ○
- 5-10 years ○
- 11-20 years ○
- 21 or more years ○

17 YEARS EXPERIENCE IN INDUSTRY OR BUSINESS:
- None ○
- 1 year ○
- 2 years ○
- 3 years ○
- 4 years ○
- 5-10 years ○
- 11-20 years ○
- 21 or more years ○

18 FOR WHICH TYPE OF PROGRAM ARE YOU COMPLETING THIS FORM?
- Regular ○
- Part B-Disadvantaged ○
- COOP (Regular) ○
- COOP G ○
- Industrial Arts ○
- Special Funded Exemplary ○
- Prevocational ○
- Related ○
- Handicapped ○
- 102b-Disadvantaged ○

19 PROGRAM LEVEL:
- Presecondary (1-6) ○
- Secondary (7-12) ○
- Post Secondary ○

20 BASIS OF ANNUAL EMPLOYMENT
- 10 Months ○
- 11 Months ○
- 12 Months ○

21 YOUR JOB TITLE:
- Teacher ○
- Teacher Aide ○
- Guidance ○
- Local Director ○
- Supervisor (Local) ○
- State Staff ○
- Local Administration or Support ○
- Other ○

22 TIME DISTRIBUTION (in percent of a full-time work week)

	Teaching-Major Vocational Area	Teaching-Other Vocational Area	Administration-Vocational	Teaching-Non-Vocational	Administration-Non-Vocational
10%	○	○	○	○	○
20%	○	○	○	○	○
30%	○	○	○	○	○
40%	○	○	○	○	○
50%	○	○	○	○	○
60%	○	○	○	○	○
70%	○	○	○	○	○
80%	○	○	○	○	○
90%	○	○	○	○	○
100%	○	○	○	○	○

23 ARE YOU EMPLOYED ON A:
- Full Time Basis ○
- Part Time Basis ○

24 IF YOU DO NOT HAVE A BACHELORS DEGREE, HOW MANY QUARTER HOURS OF COLLEGE WORK HAVE YOU COMPLETED?

25 DEGREE (HIGHEST ONLY):
- None ○
- Associate ○
- Bachelors ○
- Bachelors + 30 (Quarter Hours) ○
- Masters ○
- Masters + 45 (Quarter Hours) ○
- Ed. S. ○
- Doctorate ○

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TENNESSEE RESEARCH COORDINATING UNIT, 416 ALUMNI HALL, THE UNIVERSITY OF TENNESSEE, KNOXVILLE, TENNESSEE 37916 615/974-4452

PROFESSIONAL PERSONNEL FORM

DIRECTIONS FOR MARKING ANSWERS

- Use black lead pencils only (No. 2½ or softer).
- Make heavy black marks that fill the circle completely.
- Erase clearly any answer you wish to change.
- Make no stray marks on this answer sheet.

EXAMPLE

WRONG ○ ✓ ○ WRONG ○ ● ○

WRONG ○ ○ ✗ RIGHT ○ ○ ●

LAST NAME | FIRST NAME | M.I.

○ P.O. BOX NUMBER

○ RURAL ROUTE NO.

114

○ STREET NUMBER

STREET NAME | CITY

ZIP CODE

STUDENT ENROLLMENT FORM

DIRECTIONS FOR MARKING ANSWERS

- Use black lead pencils only (No. 2½ or softer).
- Make heavy black marks that fill the circle completely.
- Erase clearly any answer you wish to change.
- Make no stray marks on this answer sheet.

EXAMPLE

WRONG ✓ WRONG ✓ WRONG ✗ RIGHT ●

1 LAST NAME | 2 FIRST NAME | M.I.

3 P.O. BOX NUMBER
RURAL ROUTE NO.
STREET NUMBER

4 STREET NAME

5 CITY

6 ZIP CODE

1 STUDENT SOCIAL SECURITY NO.

TEACHER SOCIAL SECURITY NO.

SCHOOL CODE NUMBER

3 STUDENT DRIVERS LICENSE NUMBER

12 DATE ENROLLED (CLASS)

MONTH | DAY | YEAR

13 STUDENT'S BIRTH DATE

MONTH | DAY | YEAR

14 RACE

- Caucasian
- Black
- American Indian
- Asian American
- Spanish American
- Other

15 PLANS FOR ADVANCED TRAINING BEYOND HIGH SCHOOL

- None
- Area Vocational School
- Technical Institute
- Community College
- Private Vocational-Technical School
- 4-Year College/or University
- Other

17 USOE CODE NUMBER

18 WHAT PERIOD DO YOU TAKE THIS CLASS?

19 NUMBER OF TIMES PER WEEK THIS CLASS MEETS

20 LENGTH OF EACH CLASS MEETING IN MINUTES

21 LENGTH OF COURSE IN WEEKS

22 SEX

- Male
- Female

23 MARITAL STATUS

- Single
- Married

24 VOCATIONAL YOUTH CLUBS IN WHICH YOU ARE A MEMBER

- FHA/HERO
- FFA
- TOEC
- VICA
- DECA
- AIASA

25 HOW LONG HAVE YOUR PARENTS LIVED IN THE COUNTY WHERE THEY NOW LIVE?

NUMBER OF YEARS

1 2 3 4 5 6+

26 DO YOU PLAN TO WORK IN THE COUNTY WHERE YOU NOW LIVE AFTER YOU COMPLETE SCHOOL?

Yes ○ No ○ Undecided ○

4 FOR WHICH TYPE OF PROGRAM ARE YOU COMPLETING THIS FORM?

- Regular Vocational
- Part B - Disadvantaged
- COOP (Regular)
- COOP G
- Industrial Arts
- Special Funded Exemplary
- Prevocational
- Related
- Handicapped
- 102b Disadvantaged

16 HOW MANY VOCATIONAL COURSES HAVE YOU COMPLETED?

	1	2	3	4
Agriculture	○	○	○	○
Distributive	○	○	○	○
Health Occupations	○	○	○	○
Home Economics	○	○	○	○
Occupational Home Ec.	○	○	○	○
Office Occupations	○	○	○	○
Trade and Industry	○	○	○	○
Technical	○	○	○	○
Industrial Arts	○	○	○	○

27 GRADE LEVEL:

- Sixth or Below ○
- 7 8 9
- 10 11 12
- Post Secondary ○

28 TO BE COMPLETED BY SCHOOL OFFICIAL (TEACHER, COUNSELOR, OTHER)

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TENNESSEE RESEARCH COORDINATING UNIT, 416 ALUMNI HALL, THE UNIVERSITY OF TENNESSEE, KNOXVILLE, TENNESSEE 37916 615/974-6692

VOCATIONAL–TECHNICAL STUDENT FOLLOW–UP

Tennessee Research
Coordinating Unit
909 Mountcastle
Knoxville, Tennessee
615-974-4466

DIRECTIONS FOR MARKING ANSWERS

- Use black lead pencils only (No. 2½ or softer).
- Make heavy black marks that fill the circle completely.
- Erase clearly any answer you wish to change.
- Make no stray marks on this sheet.

EXAMPLE

WRONG ○ ✓ ○ WRONG ○ ● ○
WRONG ○ ○ ✗ RIGHT ○ ○ ●

DO NOT MARK ABOVE THIS LINE

If the information above is incorrect, clip an explanatory note to this form before returning it. Below is a roster of the students reported in your classes last year. Mark the circles to the right of each name which correspond to the student's status.

STUDENT'S NAME	EDUCATIONAL STATUS				PROGRAM STATUS		EMPLOYMENT STATUS						
	Still in High School	Dropped out of High School	Graduated	Continuing Education at a Higher Level	Left Prior to Normal Completion	Completed Program	Unknown	Military	Employed Full Time: Related	Employed Full Time: Unrelated	Employed Part Time	Known to be Unemployed	Known to be Not Seeking Employment
	○	○	○	○	○	○	○	○	○	○	○	○	○
	○	○	○	○	○	○	○	○	○	○	○	○	○
	○	○	○	○	○	○	○	○	○	○	○	○	○
	○	○	○	○	○	○	○	○	○	○	○	○	○
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